Longreach State High School (2112)
Queensland State School Reporting
2012 School Annual Report

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Principal's foreword

Introduction

The purpose of this annual report is to provide the reader with a snapshot of the 2012 school year at Longreach State High School. In 2012, every school in Queensland is required to publish information about the school and its educational outcomes for the 2012 school year. This report provides information on:

> ➢ Curriculum initiatives
>
> ➢ Outcomes data for Literacy and Numeracy using systemic data based on Year 9 NAPLAN testing
>
> ➢ Extra-curricular offerings
>
> ➢ School priorities for the 2012 school year.

A copy of the 2012 School Annual Report (SAR) can be found on the school's website, alternatively the SAR may be viewed at Longreach State High School's Reception.

School progress towards its goals in 2012

The key priorities outlined in the Annual Implementation Plan are:

Improving Literacy and Numeracy: All students at LSHS in each year level, are tracked. Spelling is mandated in all subjects. Individual goal setting is addressed by the iTarget program which is in the formative stages of development. Additionally, there is a whole school Literacy and Numeracy Plan of Attack with an emphasis on Writing and Reading.

Quality Teaching and Learning: Implementation of C2C advanced throughout the year in English, Mathematics and Science. Units were adopted and adapted progressively. Towards the end of 2012, preparation began for the implementation of History in 2013.

The school pedagogical model – "I Do, You Do, We Do" was introduced into classrooms to support the school's Explicit Improvement Agenda. Explicit Instruction was formally presented to staff in Semester 2, to again develop teacher's practice and delivery of quality curriculum in the classroom.

Behaviour Management: School Wide Positive Behaviour for Students continues to be adopted and implemented in the school. A set of values were adopted by staff and students – Integrity, Ownership, Understanding and Safety. The program includes a weekly incentive program to reward students for doing the right thing.

Improving the School Culture: The school continues to build stronger relationships with the community evidenced by the growth in the number of school based traineeships and apprenticeships.

Developing Junior Secondary and Processes: A committee was formed to plan and develop a program for the implementation of Junior Secondary. A Junior Secondary Philosophy Statement has been developed, and teachers' beliefs explored about what the Junior program should be and how students should be taught. A uniform sub-committee has been formed to explore the options of uniform for Year 7 – 9.

Future outlook

The following four items are key areas for improvement in 2013:

Improving Literacy and Numeracy

- ➢ NAPLAN – improved use of data from One School Year 7 results
- ➢ Closing the Gap – continuing strategies to assist with learning

Quality Teaching and Learning

- ➢ Explicit Instruction – develop a deeper understanding of EI
- ➢ Continued implementation of C2C – ensuring adaption of the materials to suit our clients
- ➢ Year 12 Outcomes – continued tracking and case management
- ➢ Academic Grading – use of collected data and individual goal setting to improve student delivery and outcomes
- ➢ Peer Coaching – cement this program
- ➢ Collaboration – formalise processes to enable this to happen on a regular basis
- ➢ Continued development of Junior Secondary program and processes

Behaviour Management

- ➢ School Wide Positive Behaviour – continued implementation
- ➢ Attendance – develop better program to follow up absences

Improving the School Culture

- ➢ Developing community partnerships
- ➢ Collaboration between staff and students, staff and parents, and staff and the community

Our staff profile

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	194	89	105	92%
2011	214	92	122	87%
2012	227	113	114	91%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Longreach State High School is located approximately 1200 kilometres north-west of Brisbane. It is a community based on the cattle, sheep and tourism industries and is renowned for its tourist icons of the Stockman's Hall of Fame and the QANTAS Founder's Museum. Longreach SHS classes are organised in both single and blended class groupings. Students, parents and community members are encouraged to contribute to the school's decision-making process through the Student Council and the Parents & Citizens' Association. Stakeholders of Longreach SHS have developed an extensive network to provide support to our students through parent volunteers in the tuckshop to the classroom, liaising with the school's Guidance Officer, Head of Special Education Services, Learning Support Staff Indigenous Teacher Aide as well as a wide range of Advisory Visiting Teachers and ambassadors with the ARTIE (Achieving Results through Indigenous Education)and Former Origin Greats (FOGs) program

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Year 8 – Year 10	17	19	19
Year 11 – Year 12	9	13	14

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions – 1 - 5 days	53	69	64
Long Suspensions - <5 days	<5	<5	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum Offerings

Our distinctive curriculum offerings include:

- ILC – Individual Learning Centre to support Special Education Program
- Comprehensive Instrumental Music Program
- Choice of Authority and non-Authority subjects
- School-based traineeships and apprenticeships
- Tertiary Careers EXPO
- Work experience
- RVPP at Australian Agricultural College Corporation – Longreach campus

Extra curricula activities

- School Band
- Fanfare
- Student Council
- Central Queensland University Tertiary visits
- Intra-school sport
- Regional sport

How Information and Communication Technologies are used to assist learning

Longreach State High School has three fully equipped computer rooms totalling 58 computers. These are supported by a resource centre equipped with an additional 10 computers. All staff are skilled with up to date use C4T wireless connectivity across the school. Many teaching spaces are equipped with built in data projectors or have access to portable units. Students use these resources for both research and assessment.

Students have opportunities in all subject areas to access and utilise a variety of computer based programs to support their studies. Students have access to Brisbane School of Distance Education for subjects not available face to face on campus, email, BLOGS, student home page and chat rooms.

Social climate

Longreach SHS offers students and staff a safe and supportive learning environment. School support includes a school-based Chaplain (full time) , Guidance Officer available three days a week or as required. Youth Connections officer (weekly visits) and a school nurse (one day a week).

Students in Year 12 experience one lesson a week Life Skills program that involves career education, senior education and training plan development, drug and alcohol awareness, driver education and QCS preparation. They also complete resuscitation training before completing Year 12. Longreach State High School's 'Responsible Behaviour Plan for Students' outlines the expectations for students and staff at the school.

The school has implemented a behaviour plan to respond to incidents of bullying. Form teachers, Year Level Co-ordinators, Chaplain and Guidance Officer work with students to support both the victim and the bully to move forward and deal with the underlying issues that cause bullying. Cyber bullying is an increasing trend that has also been addressed. SWPBS continues to be developed and IOU'S are the values that we value – Integrity, Ownership, Understanding and Safety.

Parent, student and staff satisfaction with the school

The 2012 School Opinion Survey reflects the overall rating for this school from:

- Staff is 83.8%.
- Parents is 79.1%.
- Students is 86.2%.

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Our staff profile

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	81.3%
this is a good school	68.8%
their child likes being at this school*	81.3%
their child feels safe at this school*	87.5%
their child's learning needs are being met at this school*	81.3%
their child is making good progress at this school*	68.8%
teachers at this school expect their child to do his or her best*	93.8%
teachers at this school provide their child with useful feedback about his or her school work*	81.3%
teachers at this school motivate their child to learn*	81.3%
teachers at this school treat students fairly*	81.3%
they can talk to their child's teachers about their concerns*	87.5%
this school works with them to support their child's learning*	75.0%
this school takes parents' opinions seriously*	75.0%
student behaviour is well managed at this school*	62.5%
this school looks for ways to improve*	87.5%
this school is well maintained*	93.8%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	89.6%
they like being at their school*	89.2%
they feel safe at their school*	90.9%
their teachers motivate them to learn*	89.4%
their teachers expect them to do their best*	95.5%
their teachers provide them with useful feedback about their school work*	91.0%
teachers treat students fairly at their school*	80.6%
they can talk to their teachers about their concerns*	74.6%
their school takes students' opinions seriously*	74.2%
student behaviour is well managed at their school*	62.7%

their school looks for ways to improve*	92.4%
their school is well maintained*	88.1%
their school gives them opportunities to do interesting things*	77.6%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	57.7%
with the individual staff morale items	82.2%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to participate in their child's education through:

> ➢ Parents' and Citizens' Association
> ➢ School Tuckshop and Uniform Shop
> ➢ School Newsletter
> ➢ Student Progress Reports each semester
> ➢ Parent/Teacher interviews each term and on a needs basis
> ➢ Parent information sessions, whole school assemblies/recognition ceremonies
> ➢ Class celebrations, parent helpers
> ➢ Through SET planning meetings with the Guidance Officer
> ➢ Informative and up to date school website
> ➢ External school signs

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. Solar panels have been installed at the school to help reduce the school's environmental footprint.

Longreach State High School continues to educate student advising them of the need to reduce their carbon footprint whenever and wherever possible. For example, air conditioning in the school have pre-set temperatures and are only operated during class teaching/learning times

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	116,292	23,302
2010-2011	95,114	20,643
2011-2012	128,841	23,491

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Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	13	0
Full-time equivalents	23.7	9.7	0

Qualifications of all teachers

Doctorate	0
Masters	1
Bachelor degree	23
Diploma	2
Certificate	0
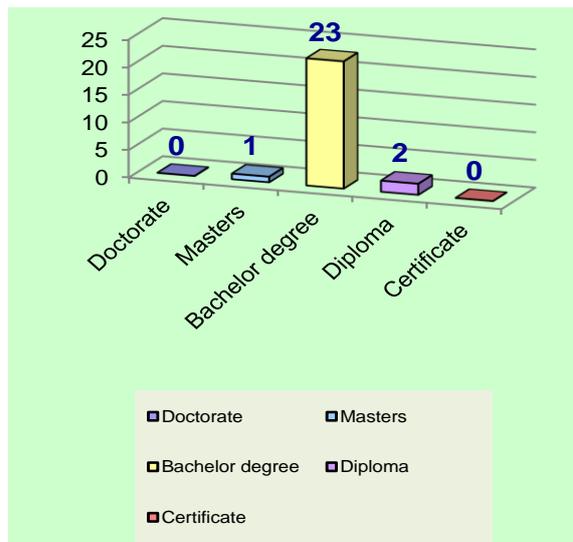
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $13,613.95.

The major professional development initiatives are as follows:

- ➢ VET compliance
- ➢ Developing knowledge, planning and preparing National Curriculum units
- ➢ Explicit Instruction
- ➢ Guidance Training
- ➢ First Aid Training

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

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Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.3%	96.3%	96.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80.6% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

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.

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School facts 2012

School sector	Government
School type	Secondary
Year range	8-12
Total enrolments	227
Location	Very Remote

School staff 2012

Teaching staff	26
Full-time equivalent teaching staff ?	24
Non-teaching staff	14
Full-time equivalent non-teaching staff ?	9.7

School finances 2011 [1]

Total net recurrent income	$3,745,334
Per student net recurrent income	$17,502
Total capital expenditure	$1,690,494

Links

School website	Longreach State High School
Sector, system or association website	Department of Education, Training & Employment Queensland

Student background 2012

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	939
Average ICSEA value	1000
Data source	Parent Information

Distribution of students [2]

	Bottom quarter	Middle quarters		Top quarter
School Distribution	30%	26%	36%	8%
Australian Distribution	25%	25%	25%	25%

Percentages are rounded and may not add to 100

Students 2012

Total enrolments	227
Girls	113
Boys	114
Full-time equivalent enrolments ?	227
Indigenous students	18%
Language background other than English [3]	-
Student attendance rate	88%

VET in schools 2011

Vocational Education and Training (VET)

VET enrolments	209
School-based apprenticeships and traineeships	17

Senior secondary outcomes 2011

Year 12 results

Senior secondary certificate awarded	15
Completed senior secondary school	24

Post-school destinations

Students at university	13%
Students at TAFE/vocational study	31%
Students in employment	50%

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Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	88%

The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								91%	91%	86%	87%	90%
2011								93%	88%	85%	85%	85%
2012								89%	86%	89%	82%	91%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
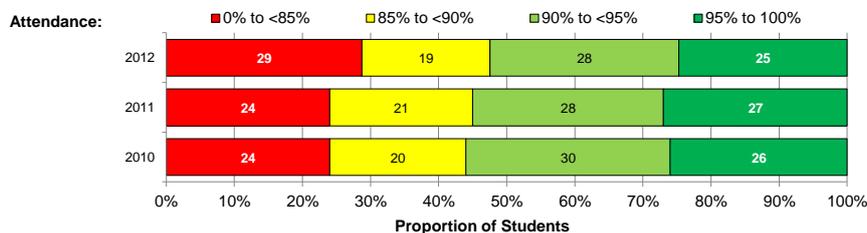
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Arrangements at LSHS are:

➢ Class rolls are marked at Roll Class at the commencement of the day and then sent to the office

➢ Each class teacher also marks a roll at the commencement of every period (4 periods in a day)

➢ Absences are recorded in One School

➢ School policy, which is articulated in the school handbook and in newsletters requires a parent explanation for a student absence from school

➢ If a student is away for 3 consecutive school days without an explanation, the school makes contact with the parent.

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National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

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.

Results in graphs

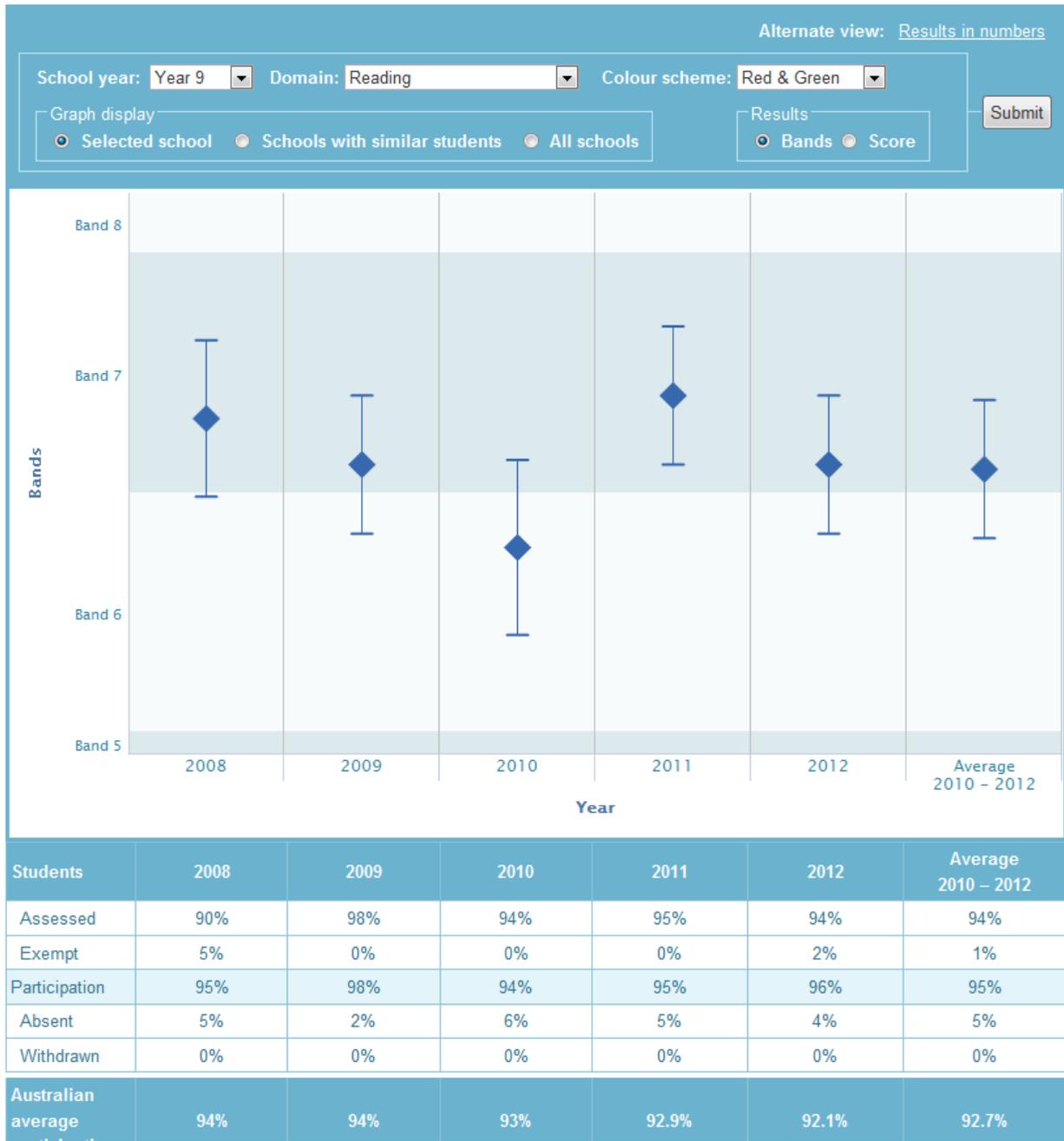Results in graphs overview video

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the NAPLAN website.

The graphs below display average NAPLAN scores for each domain. The selected school's scores are displayed in blue. Click on the buttons to view average scores for schools serving students from statistically similar backgrounds and all Australian schools. The coloured icons indicate whether the school's scores are above, close to, or below the scores achieved by other schools.

It is important to consider results in conjunction with NAPLAN participation rates shown below.

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Performance of our students

School year: Year 9 ▼   Domain: Reading ▼   Colour scheme: Red & Green ▼

Graph display
◉ Selected school   ○ Schools with similar students   ○ All schools

Results
◉ Bands ○ Score

Submit

Students	2008	2009	2010	2011	2012	Average 2010 – 2012
Assessed	90%	98%	94%	95%	94%	94%
Exempt	5%	0%	0%	0%	2%	1%
Participation	95%	98%	94%	95%	96%	95%
Absent	5%	2%	6%	5%	4%	5%
Withdrawn	0%	0%	0%	0%	0%	0%
Australian average	94%	94%	93%	92.9%	92.1%	92.7%

Achievement – Closing the Gap

The 2012 Closing the Gap Report indicates that Indigenous students' attendance rate (82.4%) is lower than Non-indigenous students (88.5%). The Report on Apparent Retention Rates (ARR) shows that Indigenous student retention from Year 10 to Year 11 (120%) was higher than Non-Indigenous students (72.7%) at Longreach SHS.

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Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	71%	67%
Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	26	24	29
Number of students awarded a Queensland Certificate Individual Achievement.	2	0	0
Number of students receiving an Overall Position (OP).	9	10	12
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	7	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	20	21	28
Number of students awarded an Australian Qualification Framework Certificate II or above.	12	8	12
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	15	15	26
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.	89%	80%	92%
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.	85%	96%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	83%	33%	100%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	0	2	6	1	0
2011	1	4	3	1	1
2012	5	3	3	1	0

As at 2 May 2013. The above values exclude VISA students.

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Performance of our students

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	20	12	0
2011	20	8	0
2012	27	12	0

As at 2 May 2013. The above values exclude VISA students.

Certificate I courses were offered in the following areas:
- ➢ Certificate I in IT
- ➢ Certificate I in Work Education
- ➢ Certificate I in Community Recreation
- ➢ Certificate I in Visual Arts and Contemporary Craft
- ➢ Certificate I in Tourism

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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

Where possible, early leavers undergo an interview with the Principal or Guidance Officer to ascertain what help they can be given to either obtain work or continue with other education plans. Students are helped to find apprenticeships or traineeships. Outside agencies are used also to assist students to get appropriate work or training.

Early leavers in 2012 left the school for the following reasons:
- ➢ 3 – Apprenticeships
- ➢ 1 – Work
- ➢ 7 - Unknown