Longreach State High School

Queensland State School Reporting

2013 School Annual Report

	Postal address	PO Box 104 Longreach 4730
	Phone	(07) 4652 8333
	Fax	(07) 4652 8300
	Email	the.principal@longreachshs.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
	Contact Person	Lesley ANDREWS, Principal

Principal's foreword

Introduction

The purpose of this annual report is to provide a snapshot of the 2013 school year at Longreach State High School. In 2013, every school in Queensland is required to publish information about the school and its educational outcomes for this 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 2013 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 Desk.

School progress towards its goals in 2013

The key priorities outlined in the Annual Implementation Plan are:

Key Priority	2013	2014 Priorities
Improving Literacy and Numeracy	Teachers implementing a plan for improving student results; use of One School resources to inform areas of weakness and identifying U2B students for specialized extension classes.	Continue to improve results in NAPLAN; institute testing of Literacy and Numeracy each term; implement student goal setting.
Quality teaching and learning	Continued implementation of Explicit Instruction; continued adaption and adoption of C2C materials; continue tracking of students' results and implementation of the Right Track Policy. Continue to develop Peer Coaching and formalise the collaboration	Continue development of identified areas of Explicit Instruction eg plough backs; develop individual mentors for students and setting individual learning goals; continue to cement the peer coaching model

	process between teachers.	with teachers supporting teachers.
Behaviour Management	Continued implementation of School Wide Positive Behaviour; develop a better program to follow up absenteeism.	Renewal of School Wide Positive Behaviour in the school; increase the number of positive records on One School.
Improving the School Culture	Develop strong links and community partnerships; foster collaboration between staff and students and staff and community.	Establish workshops for parents on relevant topics;
Junior Schooling Initiative	Begin planning for the transition of Year 7 to high school in 2015; develop a tab on the newsletter for prospective parents to read; develop a transition program.	Continue information events for prospective parents; develop a school identity for Junior Secondary; establish a timetable and curriculum plan.

Future outlook

The school's Annual Implementation Plan for 2014:

Priority	Actions
Reading	PROBE testing, guided reading, silent reading and reading strategies, spelling across the faculties and teaching specific genre.
Writing	Differentiate teaching of specific genres to enhance their ability in demand writing. Provide opportunities for students to improve handwriting and implement a program of higher order thinking strategies for students.
Numeracy	Pre and post testing of students in numeracy. PAT M conducted twice a year to track improvement and a program to focus on identified individual numeracy skills to be developed.
Science	Regular spelling and comprehension activities; word banks of new words from current C2C units and explicit teaching of expository texts.
Retention	Promotion of the high school to parents and students; further develop a program of transition to develop familiarisation with the school.
Attainment	Continue the use of the Right Track Policy, individual tracking and interview with students to ensure they are on the right track to gaining a QCE.
Transition	Implement a Junior Secondary plan which includes a mentor program, parent information sessions, and Student Leadership team and lunchtime activities.
Attendance	Implement a Mentor Program where students work one on one with a teacher to set meaningful goals. Develop a program of education for parents about the importance of students regularly attending school.
Closing the Gap	Continue the ARTIE program to encourage and reward attendance and achievement. Include a special focus on reading, writing and numeracy for indigenous students using tracking data and developing Individual Learning Plans.
Pathways for Senior Students	Continue to offer varied pathways to cater for everyone – TAFE, University, SAT's, Distance Education. Offer a Certificate II course so all students have the opportunity to leave school with a VET qualification – Certificate II in Workplace Practices.

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School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013:   **Year 8 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	214	92	122	87%
2012	227	113	114	91%
2013	214	119	95	85%

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-wet 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 students are organsied 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 Leaders group and the Parents and Citizens' Assocation. 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, Student Support Services, and a wide range of Advisory Visiting teachers and ambassadors with the ARTIE (Achieving Results through Indigenous Education) and Former Origin Greats (FOGs) program. Students at LSHS are generally a stable group of students from local schools.

Average Class sizes

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	19	19	19
Year 11 – Year 12	13	14	13

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	69	64	82
Long Suspensions - 6 to 20 days	2	5	3
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

* Comprehensive Instrumental Music Program

* ILC – Individual Learning Centre to support Special Education Program

* Choice of Authority and non-Authority subjects

* VET subjects (Certificate I and Certificate II)

* Outback College of Hospitality Trade Training Centre

* School-based traineeships and apprenticeships

* Virtual Schooling subjects

* Unify Extension Project through Brisbane School of Distance Education

* Tertiary Careers EXPO

* Work experience

Extra curricula activities:

 * School Band

* Fanfare

* Student LeadershipTeam

* Central Queensland University Tertiary visits

* Intra-school sport

* Regional Sport

How Information and Communication Technologies are used to assist learning

Longreach State High School supports an extensive number of ICT devices to increase and improve digital pedagogy. The school is completely networked and wireless with 3 fully equipped computer labs totalling 58 computers and with an additional 12 computers in the resource centre.

The 1 to1 Student Laptop Computer Program, which includes 170 devices (laptops or tablets,) is now on offer to every student in Years 9, 10 and 11 along with OP eligible Year 12 students.

All teaching areas across the school are able to deliver curriculum via fixed or mobile ICT projection device. Class sets of iPads have also enabled teachers to enhance learning opportunities within our classrooms.

Students have access to Brisbane School of Distance Education for subjects not available on campus through virtual schooling along with online courses as part of the UNIfy Extension Project.

Social climate

LSHS is a small school of just over 200 students who mostly know each other from primary school. As resilinece data shows, the incidence of bullying is well below the Region and State averages. Students are supported through a Wellbeing Program which runs for 40 minutes each week. Students work through a range of topics from study and learning skills to dealing with peer pressure and bullying. Student issues are raised at the Student Services Meeting each week and support processes are put in place. The school has a Guidance Officer (part time), school nurse and Chaplain who work with students and are available for individual counselling. Individual or small group counselling is organsied for some students in response to their concerns eg how to deal with bullying or unwelcome comments from others.

Parent, student and staff satisfaction with the school

On the whole, parent satisfaction with the school has increased. Student satisfaction has improved against 100% of performance measures.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	81%	82%
this is a good school (S2035)	69%	82%
their child likes being at this school* (S2001)	81%	91%
their child feels safe at this school* (S2002)	88%	91%
their child's learning needs are being met at this school* (S2003)	81%	73%
their child is making good progress at this school* (S2004)	69%	91%
teachers at this school expect their child to do his or her best* (S2005)	94%	73%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	82%
teachers at this school motivate their child to learn* (S2007)	81%	73%
teachers at this school treat students fairly* (S2008)	81%	90%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%
this school works with them to support their child's learning* (S2010)	75%	100%
this school takes parents' opinions seriously* (S2011)	75%	82%
student behaviour is well managed at this school* (S2012)	63%	55%
this school looks for ways to improve* (S2013)	88%	82%
this school is well maintained* (S2014)	94%	90%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	90%	100%
they like being at their school* (S2036)	89%	92%
they feel safe at their school* (S2037)	91%	94%
their teachers motivate them to learn* (S2038)	89%	99%
their teachers expect them to do their best* (S2039)	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%
teachers treat students fairly at their school* (S2041)	81%	85%
they can talk to their teachers about their concerns* (S2042)	75%	85%
their school takes students' opinions seriously* (S2043)	74%	88%
student behaviour is well managed at their school* (S2044)	63%	72%
their school looks for ways to improve* (S2045)	92%	94%
their school is well maintained* (S2046)	88%	93%

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their school gives them opportunities to do interesting things* (S2047)	78%	88%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	85%
they feel that their school is a safe place in which to work (S2070)	90%
they receive useful feedback about their work at their school (S2071)	95%
students are encouraged to do their best at their school (S2072)	95%
students are treated fairly at their school (S2073)	95%
student behaviour is well managed at their school (S2074)	60%
staff are well supported at their school (S2075)	70%
their school takes staff opinions seriously (S2076)	80%
their school looks for ways to improve (S2077)	95%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	90%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to be involved in their children's education through a range of strategies:

* 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
* Contact through the Mentor Program teachers
* Class celebrations, parent helpers
* Through SET planning meetings
* Informative and up to date school website
* External school signs

Reducing the school's environmental footprint

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

Rainwater tanks have been installed to collect run off from roofs. Plants are chosen for garden beds that are native and suit our dry conditions.

Recently the school has applied for a grant to install a regulated watering system that can take advantage of watering at night and lower costs.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	95,114	20,643
2011-2012	128,841	23,491
2012-2013	117,735	7,471

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	23	11	<5
Full-time equivalents	22	9	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	1
Bachelor Degree	18
Graduate Diploma etc.	2
Masters	1
Doctorate	0
Total	**23**
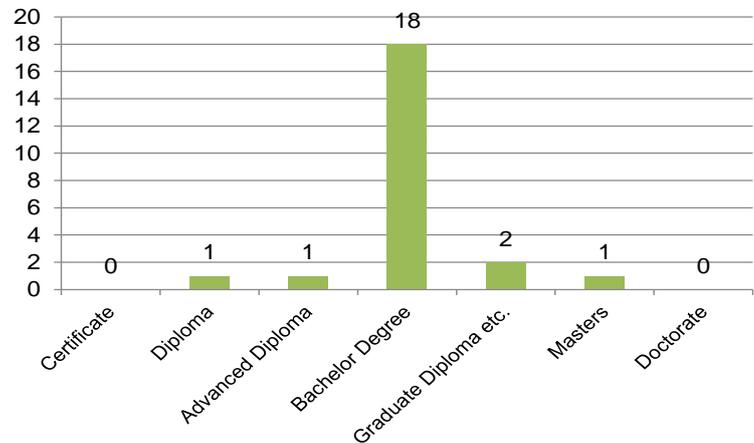
* Teaching Staff includes School Leaders

** 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 2013 were $ 13,250 .

The major professional development initiatives are as follows:

* Explicit Instruction

* Coaching

* Junior Secondary training

* VET compliance

* SWPBS

* CPR and First Aid Training

* IT- iPad training

* Quality Schools Inclusive Leaders

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 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/.

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Longreach State High School, Longreach, QLD

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School profile

School comments

Longreach is a community of approximately 3000 located 1200 kilometres North-West of Brisbane. It is a community based on the cattle, sheep and tourism industries renowned for its tourist icons of The Stockman's Hall of Fame and The Qantas Founders Museum. Our Motto is 'Excellence in Everything, Everywhere'. The vision of Longreach State High School is for all students to achieve quality outcomes, reach their potential and become active and informed citizens and engaged independent , life long learners. Longreach State High School achieves this by providing relevant curriculum, innovative resource utilisation, high professional standards, alternative education and co-curricular opportunities and productive relationships and partnerships. We provide a safe supportive learning environment that supports inclusive programs for all students.

| 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |

School facts 2013

School sector	Government
School type	Secondary
Year range	8-12
Total enrolments	214
Location	Very Remote

School staff 2013

Teaching staff	23
Full-time equivalent teaching staff [?]	22
Non-teaching staff	12
Full-time equivalent non-teaching staff [?]	9.1

School finances 2012 [1]

Total net recurrent income	$3,845,045
Per student net recurrent income	$16,939
Total capital expenditure	$2,505,983

Links

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

School satisfaction information

All schools are required to report on parent, teacher and student satisfaction in their annual reports. In 2012, nationally consistent school opinion survey items were agreed by education ministers for parents and students (known as the National School Opinion Survey). A survey and data collection tool that can collect responses to the National School Opinion Survey was made available for all schools to use in August 2013. Schools can use the national parent and student survey items to report on school satisfaction in their annual reports. See the school annual report for information on parent, teacher and student satisfaction.

For further information about the National School Opinion Survey, see School opinion information on the ACARA website.

Student background 2013

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	947
Average ICSEA value	1000
Data source	Parent information

Distribution of students [2]

	Bottom quarter	Middle quarters		Top quarter
School Distribution	37%	33%	22%	8%
Australian Distribution	25%	25%	25%	25%

Percentages are rounded and may not add to 100

Students 2013

Total enrolments	214
Girls	119
Boys	95
Full-time equivalent enrolments [?]	214
Indigenous students	15%
Language background other than English [3]	-
Student attendance rate	88%

VET in schools 2012

Vocational education and training (VET)

VET enrolments	321
School-based apprenticeships and traineeships	23

Senior secondary outcomes 2012

Year 12 results

Senior secondary certificate awarded	26
Completed senior secondary school	29

Post-school destinations

Students at university	10%
Students at TAFE/vocational study	20%
Students in employment	65%

^ *If School ICSEA value * is displayed in the Student Background section, the School ICSEA value is under review by ACARA.*

[1] *Data presented on this website should be read in conjunction with the notes and caveats provided.*

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Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	87%

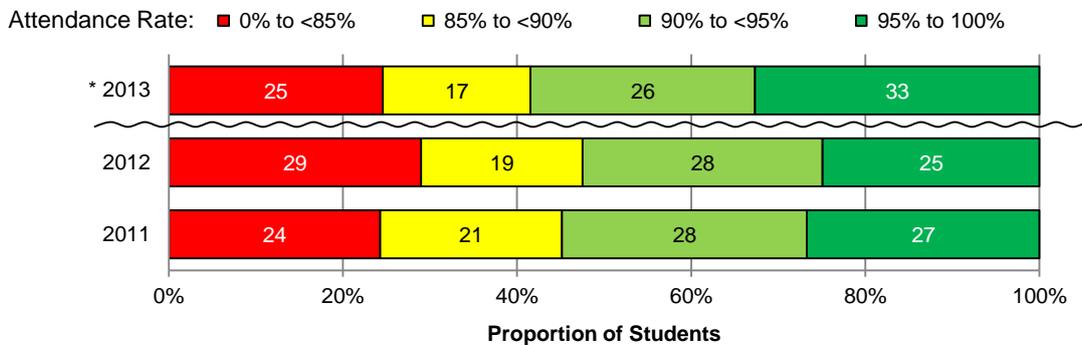The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.

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
2011								93%	88%	85%	85%	85%
2012								89%	86%	89%	82%	91%
2013								88%	88%	89%	87%	84%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	25	17	26	33
2012	29	19	28	25
2011	24	21	28	27

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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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:

* Staff record absences in IDAttend for all periods

* Absences are followed up if no note or phone call received

* Absences data uploaded to One School

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

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

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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

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.

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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	2013	Average 2011 – 2013
Assessed	90%	98%	94%	95%	94%	92%	94%
Exempt	5%	0%	0%	0%	2%	2%	1%
Participation	95%	98%	94%	95%	96%	94%	95%
Absent	5%	2%	6%	5%	4%	6%	5%
Withdrawn	0%	0%	0%	0%	0%	0%	0%
Australian average participation	94%	94%	93%	92.9%	92.1%	92.1%	92.4%

Achievement – Closing the Gap

The 2013 Closing the Gap Report indicates that Indigenous students' attendance rate (75.5) is lower than non-indigenous students (89.8). The Report on Apparent Retention Rates (APR) shows that Indigenous student retention from Year 10 to Year 12 has increased (23.6) and is lightly higher than the State at 20.3.

The ARTIE Program has been successful in helping indigenous students set and achieve goals based not only on attendance but also at improving attainment and behavior.

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Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	67%	61%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	24	29	20
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	10	12	4
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	5	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	21	28	19
Number of students awarded an Australian Qualification Framework Certificate II or above.	8	12	18
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	15	26	18
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.	80%	92%	75%
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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	33%	100%	50%

As at 5 May 2014. 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
2011	1	4	3	1	1
2012	5	3	3	1	0
2013	0	0	3	1	0

As at 5 May 2014. The above values exclude VISA 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
2011	20	8	0
2012	27	12	0
2013	13	18	0

As at 5 May 2014. The above values exclude VISA students.

Certificate I courses were offered in the following areas:

* Certificate I in IDMT

* Certificate I in Community Recreation

* Certificate I in Tourism

Certificate II courses were offered in the following areas:

* Certificate II in IDMT

* Certificate II in Business

* Certificate II in Hospitality

* Certificate II in Tourism

* Certificate II in Workplace Practices

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 leavers information

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

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 2013 left the school for the following reasons:

* Apprenticeships - 1

* Workforce – 4

* Left town - 1

* Distance Education - 1