

# Longreach State High School Queensland State School Reporting 2014 School Annual Report



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## Principal's foreword

### Introduction

The purpose of this annual report is to provide a snapshot of the 2014 school year at Longreach State High School. In 2014, 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 2014 school year

A copy of the 2014 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's progress towards its goals in 2014.

The key priorities outlined in the Annual Implementation Plan are:

<i>Key Priority</i>	<b>2013</b>	<b>2014 Priorities</b>	2014 Performance
<b><i>Improving Literacy and Numeracy</i></b>	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.	Further developed tracking of Literacy and Numeracy by teachers; focus on Spelling, Grammar and Punctuation across the school, resulting in improved results; goal setting established.
<b><i>Quality teaching and learning</i></b>	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 process between teachers.	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 with teachers supporting teachers.	Further developed teachers' skills in Explicit Instruction; implemented tracking students' relative gain and interpreting this; grouping goals so teachers can provide opportunities to teach so students can achieve goals; continued development of peer coaching.
<b><i>Behaviour Management</i></b>	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.	Support from Behaviour Management expert to further develop SWPBS; taught new teachers about the reward system IOUS; an increase in positive records.
<b><i>Improving the School Culture</i></b>	Develop strong links and community partnerships; foster collaboration between staff and students and staff and community.	Establish workshops for parents on relevant topics;	Three workshops conducted for parents – Michael Tuahine, Brett Lee and Longreach Police.
<b><i>Junior Schooling Initiative</i></b>	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.	Successful implementation of Year 7 into the high school, with resourcing, refurbishment of 3 classrooms, playground area established and teachers being trained.

#### Future outlook

Following the newly released "every Student Succeeding – State Schools Strategy", the schools Explicit Improvement Agenda focuses on the 5 areas:

<b>Focus Area</b>	<b>School Plan</b>
<b>Successful Learners</b>	Knowing students continuing to track data; continue a focus on Literacy and Numeracy; 5 weekly cycles of testing; student support through Mentor program, G & T and specialised programs for low achieving students.
<b>Teaching Quality</b>	Continue to develop a deep understanding of curriculum; move Explicit Teaching to Mastery; implement Australian Professional Standards to guide capability training.
<b>School Performance</b>	Use School data to inform direction and Explicit Improvement Agenda.
<b>Principal Leadership</b>	Use Australian Professional Standards, improve ability to coach.
<b>Local Decision Making</b>	Develop further connections with the community and promote successes.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 7 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	227	113	114	91%
2013	214	119	95	85%
2014	203	107	96	88%

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 students 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 Leaders group and the Parents and 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, Student Support Services, and a wide range of Advisory Visiting teachers. Students at LSHS are generally a stable group of students from local schools.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	19	19	20
Year 11 – Year 12	14	13	17

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	64	82	39
Long Suspensions - 6 to 20 days	5	3	1
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Comprehensive Instrumental Music Program
- ILC – Individual Learning Centre to support Special Education Program
- Choice of Authority or Non-Authority subjects
- VET subjects (Certificate 1 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

<ul style="list-style-type: none"> <li>• Student Leadership Team</li> <li>• Central Queensland University tertiary visits</li> <li>• Intra-school sport</li> <li>• Regional Sport</li> <li>• Lunchtime activities - sport</li> </ul>	<ul style="list-style-type: none"> <li>• Homework Club</li> <li>• School Camps</li> <li>• Gifted and Talented Program</li> <li>• ICAS Tests</li> <li>• Town Drama performances</li> </ul>	<ul style="list-style-type: none"> <li>• After school sport</li> <li>• Chappy's Breakfast</li> <li>• Chappy's Place</li> <li>• School Band</li> <li>• Fanfare</li> </ul>
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### 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 totaling 60 computers and with an additional 12 computers in the resource centre.

The one to one Student Laptop Computer Program, which includes 170 devices (laptops or tablets) is now on offer to every student in Year 9, 10, 11 and 12.

All teaching areas across the school are able to deliver curriculum via fixed or mobile ICT projection devices. 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 Technology and Science Projects.

## Social Climate

LSHS is a small school of 229 students who mostly know each other from primary school. As resilience 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 part time Guidance Officer, school nurse and Chaplain who work with students and are available for individual counselling. Individual or small group counselling is organized for some students in response to their concerns eg how to deal with bullying or unwelcome comments from others. A Mentor Program provides students with a one-on-one interview with teachers to track their progress and set goals with students.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	81%	82%	79%
this is a good school (S2035)	69%	82%	78%
their child likes being at this school* (S2001)	81%	91%	80%
their child feels safe at this school* (S2002)	88%	91%	85%
their child's learning needs are being met at this school* (S2003)	81%	73%	80%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is making good progress at this school* (S2004)	69%	91%	74%
teachers at this school expect their child to do his or her best* (S2005)	94%	73%	80%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	82%	90%
teachers at this school motivate their child to learn* (S2007)	81%	73%	75%
teachers at this school treat students fairly* (S2008)	81%	90%	70%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	90%
this school works with them to support their child's learning* (S2010)	75%	100%	68%
this school takes parents' opinions seriously* (S2011)	75%	82%	75%
student behaviour is well managed at this school* (S2012)	63%	55%	55%
this school looks for ways to improve* (S2013)	88%	82%	89%
this school is well maintained* (S2014)	94%	90%	95%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	90%	100%	90%
they like being at their school* (S2036)	89%	92%	86%
they feel safe at their school* (S2037)	91%	94%	93%
their teachers motivate them to learn* (S2038)	89%	99%	93%
their teachers expect them to do their best* (S2039)	96%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	87%
teachers treat students fairly at their school* (S2041)	81%	85%	78%
they can talk to their teachers about their concerns* (S2042)	75%	85%	73%
their school takes students' opinions seriously* (S2043)	74%	88%	72%
student behaviour is well managed at their school* (S2044)	63%	72%	61%
their school looks for ways to improve* (S2045)	92%	94%	84%
their school is well maintained* (S2046)	88%	93%	87%
their school gives them opportunities to do interesting things* (S2047)	78%	88%	79%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		85%	96%
they feel that their school is a safe place in which to work (S2070)		90%	96%
they receive useful feedback about their work at their school (S2071)		95%	88%
students are encouraged to do their best at their school (S2072)		95%	96%
students are treated fairly at their school (S2073)		95%	92%
student behaviour is well managed at their school (S2074)		60%	72%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
staff are well supported at their school (S2075)		70%	81%
their school takes staff opinions seriously (S2076)		80%	88%
their school looks for ways to improve (S2077)		95%	96%
their school is well maintained (S2078)		95%	88%
their school gives them opportunities to do interesting things (S2079)		90%	96%

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

# 'Agree' represents the 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 (online)
- 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. This grant has been approved and the automatic regulated watering system will be installed in Semester 1, 2015.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	128,841	23,491
2012-2013	117,735	7,471
2013-2014	125,186	20,441

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

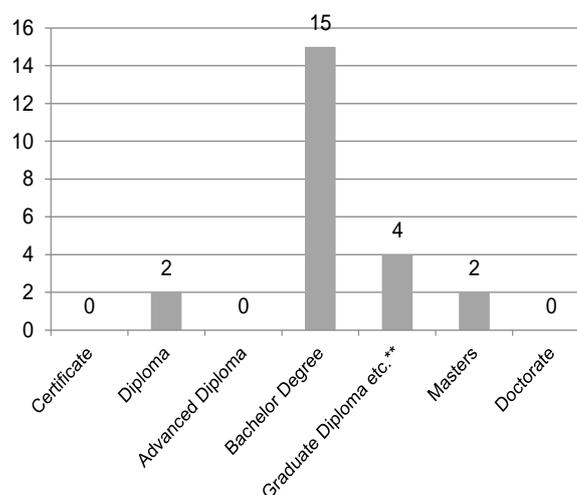
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	14	0
Full-time equivalents	21	10	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	4
Masters	2
Doctorate	0
<b>Total</b>	<b>23</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$18,401.51.

The major professional development initiatives are as follows:

- Explicit Instruction
- Profiling for students
- Junior Secondary Training
- VET Compliance
- CPR and First Aide Training
- Quality Schools Inclusive Leaders

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	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 2014 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.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	87%	88%

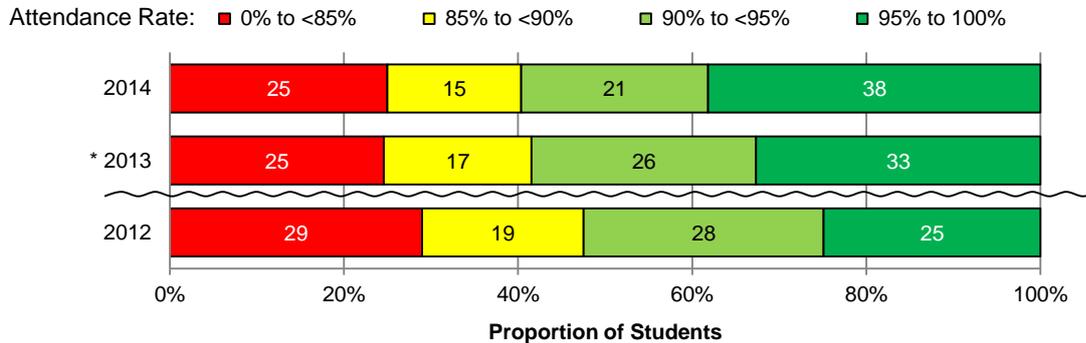
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								89%	86%	89%	82%	91%
2013								88%	88%	89%	87%	84%
2014								89%	87%	83%	92%	88%

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 ID Attend for all periods
- If no note or phone call received to explain absences, parents are sent a text message at 9:30 am. Parents can text back to explain absence.
- Absences data uploaded to One School
- School policy, which is articulated in the school handbook and in newsletter, requires a parent explanation for a student absent from school
- Student attendance is tracked by Year Level Coordinators
- If a student is away for an extended period of time without an explanation, the school makes contact with the parent/guardian.

## 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 2014 Closing the Gap Report indicates that Indigenous students' attendance rate (81) is lower than non-Indigenous students (888.9). However, this rate has increased since 2013 by 5.5. The Report on Apparent Retention Rates (APR) shows that Indigenous student retention from Year 10 to Year 12 has increased to 31.9 and is higher than the State at 17.9.

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.

<b>Apparent retention rates Year 10 to Year 12</b>	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	61%	59%
<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students receiving a Senior Statement	29	20	34
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	12	4	13
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	9	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	28	19	32
Number of students awarded an Australian Qualification Framework Certificate II or above.	12	18	31
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	26	18	34
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.	92%	75%	85%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	50%	90%

As at 19 February 2015. The above values exclude VISA students.

**Overall Position Bands (OP)**

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	5	3	3	1	0
2013	0	0	3	1	0
2014	1	3	7	2	0

As at 19 February 2015. The above values exclude VISA students.

**Vocational Educational Training qualification (VET)**

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	27	12	0
2013	13	18	0
2014	7	31	1

As at 19 February 2015. The above values exclude VISA students.

Certificate I courses were offered in the following areas:

- \* Certificate I in IDMT
- \* Certificate I in Hospitality

Certificate II courses were offered in the following areas:

- \* Certificate II in IDMT
- \*\* Certificate II in Kitchen Operations
- \* 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 school leavers information**

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

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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:

- \*\* Workforce – 6
- \* Left town - 2