

Longreach State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The purpose of this annual report is to provide a snapshot of the 2015 school year at Longreach State High School. In 2015, every school in Queensland is required to publish information about the school and its educational outcomes for this year. This report provides information on:

- Curriculum initiatives
- Outcomes data for Literacy and Numeracy using data based on Year 7 and 9 NAPLAN testing
- Extra-curricular offerings
- School priorities for the 2015 school year

A copy of the 2015 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 2015

The key priorities outlined in the Annual Implementation Plan are:

Key Priority	Plan	Progress	Comments
Successful Learners <ul style="list-style-type: none"> • Engagement • Learning and achieving • Successful transitioning 	<ul style="list-style-type: none"> • Track student data in Literacy and Numeracy • Focus on Reading • Use of data collection tools such as Probe, Pat R and Pat M • Mentor program • Extension programs for students 	<ul style="list-style-type: none"> • Use of CQ3S (data analysis tool) by staff • Reading strategy focus on guided reading • PROBE continues to inform Multilit and Toe by Toe reading programs • Mathematics in use • Impact and Unify programs for Year 8 and 9 	<ul style="list-style-type: none"> • Master Teacher research around use of rubrics in Junior English • Involvement in Community of Practice Junior Maths project.
Teaching Quality <ul style="list-style-type: none"> • High quality teaching practices • Success for every student 	<ul style="list-style-type: none"> • Continue developing knowledge of Australian Curriculum • Develop Professional Practice • Develop professional 	<ul style="list-style-type: none"> • Further PD • Master Teacher observing, giving feedback and coaching teachers • Focus on DPPF and meeting required needs 	<ul style="list-style-type: none"> • Two coaches working with teachers on Reading • Focus on Explicit Instructions knowledge development

Key Priority	Plan	Progress	Comments
	engagement		
School Performance <ul style="list-style-type: none"> Know data and strategies 	<ul style="list-style-type: none"> Use of School Data sheets and headline indicators Reflect on teaching and Learning Audit feedback Review and use Explicit Improvement Agenda Share successful practice across faculties 	<ul style="list-style-type: none"> Examination of headline indicators and school data sheets Use this to enable effective planning Providing opportunities for shared planning, marking of NAPLAN style tests 	<ul style="list-style-type: none"> PD around data literacy Focus on improved tracking of data to inform planning and teaching
Principal Leadership <ul style="list-style-type: none"> Leading teaching and learning 	<ul style="list-style-type: none"> Continuing building teachers knowledge around how students learn Engage with the Australian Professionals Standards for Principals 	<ul style="list-style-type: none"> Distribution of professional readings Provide PD opportunities for staff 	<ul style="list-style-type: none"> Completed a coaching course Reviewed Assessment Policy for both Junior and Senior
Local Decision Making <ul style="list-style-type: none"> Embrace autonomy and create partnerships 	<ul style="list-style-type: none"> Develop further connections in the community Promote the school's successes Engage the community, business and industry in decision making 	<ul style="list-style-type: none"> Businesses visited to further establish school based traineeships and apprenticeships and work experience Conducted opportunities for community and parent meetings 	<ul style="list-style-type: none"> Michael Tuahine – Warrior's Program and motivational speaker Brett Lee – cyber bullying and safety

Future outlook

In 2016, the school's narrow and explicit improvement agenda is focused on the following:

- Improvement in Literacy and Numeracy with a specific focus on:
 - **Writing** – using PEEL paragraphing and 3 Star Guide as well as NAPLAN language conventions
 - **Reading** – teach focused reading, information gathering strategies and fluency of reading (QAR and Three Level Guides)
 - **Numeracy** – Junior Maths program including Ian Mackie's Nudge for Mathematics, changing to positive language, Paul Stehbbens and Paul Sumpter Maths PD

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	214	119	95	33	85%
2014	203	107	96	27	88%
2015	218	117	101	29	93%

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 2015, 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:

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. However now in its 4th year of drought, the town and agricultural industries have been severely affected. Student numbers have been falling as families move out of town seeking work. LSHS 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 from 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.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	19	20	19
Year 11 – Year 12	13	17	19

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	82	39	65
Long Suspensions - 6 to 20 days	3	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Curriculum delivery

Our approach to curriculum delivery

In the Senior School, most classes are organised in combined Year 11 and 12 classes. This allows us to offer a wide range of subjects to students. In the Junior School, numbers allow most classes to be single year level.

Our expectation is that all students will learn and make at least a year's progress in 12 months. All students are tested for reading on entry to Year 7. Students identified as being below their age in reading, are offered programs – either Multilit or Toe by Toe (for readers who do not have sufficient sight words for the Multilit program). Students are also identified for Maths abilities.

Extra curricula activities

<ul style="list-style-type: none"> ✚ Student Leadership Team ✚ Central Queensland University tertiary visits ✚ Intra-school sport ✚ Regional sport 	<ul style="list-style-type: none"> ✚ Homework Club ✚ School camps ✚ ICAS Tests ✚ Lunchtime activities ✚ Town drama performances 	<ul style="list-style-type: none"> ✚ After school sport ✚ Chappy's Breakfast ✚ Chappy's Place ✚ School Band
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How Information and Communication Technologies are used to improve 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.

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 217 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 student and learning skills to dealing with peer pressure and bullying. Student issues are raised at the Student Services Meetings 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 organised 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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	82%	79%	84%
this is a good school (S2035)	82%	78%	78%
their child likes being at this school (S2001)	91%	80%	68%
their child feels safe at this school (S2002)	91%	85%	89%
their child's learning needs are being met at this school (S2003)	73%	80%	79%
their child is making good progress at this school (S2004)	91%	74%	79%
teachers at this school expect their child to do his or her best (S2005)	73%	80%	89%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	82%	90%	82%
teachers at this school motivate their child to learn (S2007)	73%	75%	78%
teachers at this school treat students fairly (S2008)	90%	70%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	90%	89%
this school works with them to support their child's learning (S2010)	100%	68%	68%
this school takes parents' opinions seriously (S2011)	82%	75%	75%
student behaviour is well managed at this school (S2012)	55%	55%	50%
this school looks for ways to improve (S2013)	82%	89%	78%
this school is well maintained (S2014)	90%	95%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	90%	92%
they like being at their school (S2036)	92%	86%	86%
they feel safe at their school (S2037)	94%	93%	91%
their teachers motivate them to learn (S2038)	99%	93%	89%
their teachers expect them to do their best (S2039)	99%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	87%	85%
teachers treat students fairly at their school (S2041)	85%	78%	78%
they can talk to their teachers about their concerns (S2042)	85%	73%	73%
their school takes students' opinions seriously (S2043)	88%	72%	73%
student behaviour is well managed at their school (S2044)	72%	61%	71%
their school looks for ways to improve (S2045)	94%	84%	91%
their school is well maintained (S2046)	93%	87%	89%
their school gives them opportunities to do interesting things (S2047)	88%	79%	86%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	85%	96%	94%
they feel that their school is a safe place in which to work (S2070)	90%	96%	94%
they receive useful feedback about their work at their school (S2071)	95%	88%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	88%	81%
students are encouraged to do their best at their school (S2072)	95%	96%	88%
students are treated fairly at their school (S2073)	95%	92%	91%
student behaviour is well managed at their school (S2074)	60%	72%	54%
staff are well supported at their school (S2075)	70%	81%	66%
their school takes staff opinions seriously (S2076)	80%	88%	66%
their school looks for ways to improve (S2077)	95%	96%	91%
their school is well maintained (S2078)	95%	88%	91%
their school gives them opportunities to do interesting things (S2079)	90%	96%	94%

'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 encouraged to be involved in their child's education through:

- P & C Association
- School Tuckshop and Uniform Shop
- School Newsletter (online)
- Parent/Teacher interviews each term and on a needs basis
- SET planning meetings
- School website
- External school signs

Students with diverse needs are catered for and necessary adjustments are made to ensure they have appropriate access to the curriculum. Parents are consulted about suggested programs and adjustments.

Reducing the school's environmental footprint

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

A regulated watering system has been installed that takes advantage of night watering and lower rates. This has seen a substantive reduction in water use as per the table below.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	117,735	7,471
2013-2014	125,186	20,441
2014-2015	147,909	13,162

*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.

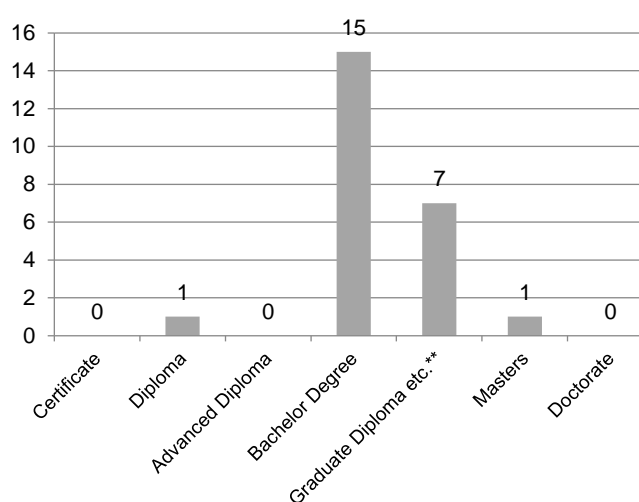
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	16	0
Full-time equivalents	24	11	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	7
Masters	1
Doctorate	0
Total	24



*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 2015 were \$20,000.

The major professional development initiatives are as follows:

- ✚ Explicit Instruction
- ✚ Vet compliance
- ✚ CPR and First Aid Training
- ✚ Principals' conferences

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

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 2015 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/>.

Net recurrent income 2014		\$ Total
Australian Government recurrent funding		857,974
State/territory government recurrent funding		3,079,948
Fees, charges and parent contributions		57,937
Other private sources		362,251
Total gross income (excluding income from government capital grants)		4,158,110
Less <u>deductions</u>		<u>0</u>
Total net recurrent income		4,158,110
Capital expenditure 2014		\$ Total
Australian Government capital expenditure		0
State/territory government capital expenditure		22,867
New school loans		0
Income allocated to current capital projects		0
Other		30,080
Total capital expenditure		52,747

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	75%	81%	90%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									88%	88%	89%	87%	84%

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

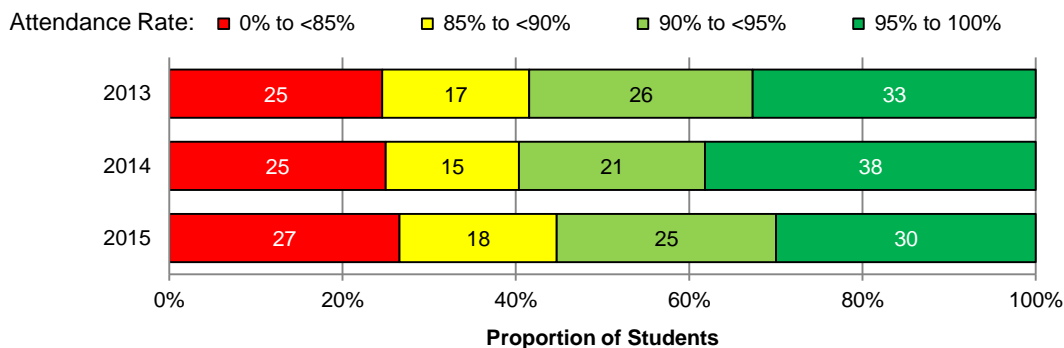
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	87%	83%	92%	88%
2015								91%	89%	91%	87%	83%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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 9:30am. Parents can text back to explain absence.
- Absence 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
- A series of letters are sent to parents of students who have been absent for an extended period of time.

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 chart below displays average NAPLAN scores for each domain. The selected school's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

	2008	2009	2010	2011	2012	2013	2014	2015		
Colour Scheme Red & Green <input type="button" value="Submit"/> Alternate view: Results in graphs										
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 7	514		496		499		504		505	
	498 - 529		478 - 513		483 - 516		486 - 522		489 - 522	
	SIM 520 513 - 528	ALL 546	SIM 478 469 - 486	ALL 511	SIM 523 515 - 531	ALL 547	SIM 510 501 - 519	ALL 541	SIM 515 507 - 522	ALL 543
Year 9	571		524		565		565		568	
	554 - 589		503 - 546		547 - 583		546 - 584		552 - 584	
	SIM 552 545 - 559	ALL 580	SIM 508 498 - 517	ALL 547	SIM 558 550 - 566	ALL 583	SIM 539 530 - 547	ALL 568	SIM 560 553 - 567	ALL 582

How to interpret this chart

SIM schools serving students from statistically similar backgrounds
ALL Australian schools' average
 Student population below reporting threshold
 Year level not tested

Selected school's average is
 substantially above
 above
 close to
 below
 substantially below

Apparent retention rates Year 10 to Year 12

	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	61%	59%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	40%	33%	50%

Outcomes for our Year 12 cohorts

	2013	2014	2015
Number of students receiving a Senior Statement	20	34	32
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	4	13	14
Percentage of Indigenous students receiving an Overall Position (OP)		75%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	9	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	19	32	32
Number of students awarded an Australian Qualification Framework Certificate II or above.	18	31	32
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	18	34	32
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	100%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	75%	85%	57%
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.	50%	90%	88%

As at 16 February 2016. 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
2013	0	0	3	1	0
2014	1	3	7	2	0
2015	2	2	4	6	0

As at 16 February 2016. 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
2013	13	18	1
2014	7	31	1
2015	10	32	0

As at 16 February 2016. 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 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.

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.