



Longreach State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

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.

Principal's Foreword

Introduction

I am pleased to provide you with a copy of the 2017 Annual Report for Longreach State High School. Longreach State High School celebrated 50 years of providing quality education to the community in 2016 and this proud school remains committed to providing quality learning opportunities to enable all our students to achieve within a safe, supportive and disciplined learning environment.

We give every student the opportunity for "Soaring to Success" through their participation in a wide range of curricular and co-curricular activities irrespective of their ability or skill level. Our curriculum achieves this by providing a diverse range of learning experiences that both supports and extends students at their ability level.

Above all, in the classroom and in all extra-curricular activities we ask students to develop and demonstrate our core values of respect and responsibility. Our vision is to be a school that is "Big enough for opportunities, Small enough to Care" and for staff, students and parents to work together to make Longreach State High School a great State Secondary School.

Brendan Krueger
Principal

School Progress towards its goals in 2017

Successful Learners

- Implemented whole school literacy strategies to improve writing in all subject areas
- Embedded literacy and numeracy strategies in Explicit Teaching unit planning
- Implemented the Positive Behaviour for Learning framework for whole school

Great People

- Implemented Professional Practice in Coaching
- Implementing strategies to continue to improve teaching practice

Empowerment

- Embedding Explicit Teaching as the school's pedagogical framework
- Continued improvement of consistent teaching practice in all classrooms
- Use of data systematically and consistently to improve both teaching and learning

Engaged Partners

- Strengthened partnerships with community groups and organisations.
- Strengthened links with outside training organisations to enhance opportunities for students undertaking school-based traineeships, apprenticeships and work experience.
- Conducted opportunities for community and parent meetings
- Development of Rural Reach partnership with Longreach Pastoral College.

High Standards

- Engage with the Australian Professionals Standards for teachers.
- Review and use the Longreach State High Schools Explicit Improvement Agenda
- Share successful teaching practice across faculties

Future Outlook

Improving student outcomes remains our key focus for 2018. A whole school response to developing a culture that promotes learning is a key component of this improvement agenda. Building, developing and maintaining positive relationships between staff, students, parents and the community to ensure quality teaching and learning outcomes for all students remains a priority. We continue to work towards maintaining a learning environment that is safe, respectful, tolerant, and inclusive. The school



promotes intellectual rigor by a sequenced plan for curriculum delivery ensuring consistent teaching and learning expectations in all class rooms, each day, every day.

In 2018, the school's sharp and narrow explicit improvement agenda is focused on the following:

1. Improving student reading, and
2. Implementation of the new QCE.

These priorities will be addressed with a specific focus on:

- Embedding whole school literacy strategies with a focus of reading.
- Implementation of new senior syllabuses and,
- Coaching and professional development of all staff

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	218	117	101	29	93%
2016	205	114	91	21	87%
2017	177	101	76	22	90%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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 6th 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	18	17
Year 11 – Year 12	19	17	15

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.



Co-curricular Activities

Longreach State High School is a student-centred school that places great value on extracurricular activities and encourages student participation and leadership. A range of extracurricular activities are made available to students by staff who offer their time and expertise on a voluntary basis both inside and outside school hours. Some of these events in 2017 included:

- Student leadership camps in years 9 and 11
- Intra-school, regional and state sport
- School camps
- Homework Club
- Lunchtime activities
- Community drama performances
- School band and singing groups

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 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

Overview

Longreach State High School is a small school of approximately 200 students who mostly know each other from primary school. The school has a Responsible Behaviour Plan for Students with clearly defined processes to monitor and modify behaviour and to identify and acknowledge positive behaviour. Each student is managed by a Year Level Coordinator (YLC) who is responsible for the monitoring of student attendance and wellbeing. These YLC's are supported by a Head of Department (HOD) Student Services who is responsible for tracking student academic progress, welfare and attendance across the whole school.

A key component of this welfare process is the timely identification of concerns, early notification of parents and caregivers and negotiated intervention to improve student behaviours. All students are under the leadership and guidance of a Deputy Principal. All members of the school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents. Hervey Bay State High School's Responsible Behaviour Plan (based on the Code of School Behaviour) outlines the school's values, strategies and actions in order to ensure all students have a right to and receive a quality education in a safe and supportive environment.

The school has an extensive support team who work with students and staff. This team includes the Guidance Officer, School Chaplain, School-Adopt a Cop and School Nurse.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	84%	85%	87%
this is a good school (S2035)	78%	79%	79%
their child likes being at this school* (S2001)	68%	84%	88%
their child feels safe at this school* (S2002)	89%	90%	81%
their child's learning needs are being met at this school* (S2003)	79%	80%	81%
their child is making good progress at this school* (S2004)	79%	85%	81%
teachers at this school expect their child to do his or her best* (S2005)	89%	85%	75%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	85%	81%
teachers at this school motivate their child to learn* (S2007)	78%	85%	75%
teachers at this school treat students fairly* (S2008)	89%	80%	81%
they can talk to their child's teachers about their concerns* (S2009)	89%	85%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	68%	79%	69%
this school takes parents' opinions seriously* (S2011)	75%	72%	80%
student behaviour is well managed at this school* (S2012)	50%	47%	56%
this school looks for ways to improve* (S2013)	78%	78%	88%
this school is well maintained* (S2014)	94%	84%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	91%	81%
they like being at their school* (S2036)	86%	86%	72%
they feel safe at their school* (S2037)	91%	92%	84%
their teachers motivate them to learn* (S2038)	89%	89%	78%
their teachers expect them to do their best* (S2039)	100%	99%	93%
their teachers provide them with useful feedback about their school work* (S2040)	85%	90%	83%
teachers treat students fairly at their school* (S2041)	78%	69%	61%
they can talk to their teachers about their concerns* (S2042)	73%	74%	59%
their school takes students' opinions seriously* (S2043)	73%	71%	60%
student behaviour is well managed at their school* (S2044)	71%	59%	56%
their school looks for ways to improve* (S2045)	91%	85%	82%
their school is well maintained* (S2046)	89%	89%	76%
their school gives them opportunities to do interesting things* (S2047)	86%	74%	68%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	100%	93%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	83%	85%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	80%	88%
students are encouraged to do their best at their school (S2072)	88%	97%	92%
students are treated fairly at their school (S2073)	91%	94%	88%
student behaviour is well managed at their school (S2074)	54%	68%	81%
staff are well supported at their school (S2075)	66%	84%	89%
their school takes staff opinions seriously (S2076)	66%	91%	89%
their school looks for ways to improve (S2077)	91%	100%	93%
their school is well maintained (S2078)	91%	97%	89%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things (S2079)	94%	97%	88%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are 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.

Respectful relationships programs

The Respectful relationships education program at Longreach State High School is an integrated year 7 to 12 prevention program focused on influencing behavior change to prevent undesirable social consequences such as domestic and family violence. This program is delivered through a strengths-based approach which supports students to develop pro-social behaviors that lead to equitable and respectful relationships. Students complete five hours of learning per year level where-by they learn the pro-social skills of self-awareness, self-management, negotiation, resilience, social awareness, respect and ethics.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	65	82	54
Long Suspensions – 11 to 20 days	0	1	3
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Longreach State High School continually encourages the decrease of electricity and water consumption in the school. The school has a number of water tanks which has assisted our water usage, however, with the major development of the school oval in late 2016 with built in water system has significantly reduced water usage since its commissioning.

The school has invested in a number of solar panels over the past number of years to help reduce the school's environment footprint and 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	147,909	13,162
2015-2016	57,380	5,128
2016-2017		2,481

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

Find a school

Sector:
 Government
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	16	0
Full-time Equivalent	23	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	1
Graduate Diploma etc.**	5
Bachelor degree	18
Diploma	1
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$23,616.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Numeracy workshops
- Coaching Workshops
- First Aid and CPR training
- QSPA state conference
- VET Compliance

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	86%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	86%	87%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

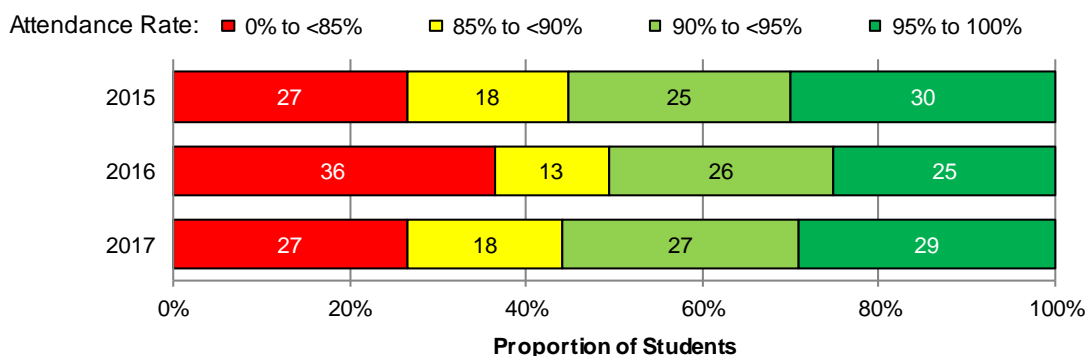
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	89%	91%	87%	83%	90%
2016								90%	87%	80%	89%	86%	84%
2017								89%	90%	87%	84%	90%	89%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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

NAPLAN

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

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

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	32	34	29
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	14	8	8
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	11	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	32	34	29
Number of students awarded an Australian Qualification Framework Certificate II or above.	32	32	29

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	32	34	29
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	57%	100%	100%
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.	88%	80%	88%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	2	2	4	6	0
2016	5	1	2	0	0
2017	4	3	1	0	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	10	32	0
2016	17	30	3
2017	6	29	0

As at 14th February 2018. 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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	68%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	50%	50%

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

Student Destinations

Post-school destination information



The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.longreachshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

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 to assist students to get appropriate work or training.