



Longreach State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 "Soaring to Success". 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.

School progress towards its goals in 2018

Successful Learners

- Implemented whole school literacy strategies to improve reading 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 Cognitive Verbs
- 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
- Implementation and planning for the New QCE.

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 2019. 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 2019, 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 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	205	177	164
Girls	114	101	85
Boys	91	76	79
Indigenous	21	22	23
Enrolment continuity (Feb. – Nov.)	87%	90%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 7th 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	18	17	17
Year 11 – Year 12	17	15	10

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 2018 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 52 laptops available across various learning areas.

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. Longreach 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	85%	87%	86%
• this is a good school (S2035)	79%	79%	95%
• their child likes being at this school* (S2001)	84%	88%	86%
• their child feels safe at this school* (S2002)	90%	81%	81%
• their child's learning needs are being met at this school* (S2003)	80%	81%	76%
• their child is making good progress at this school* (S2004)	85%	81%	86%
• teachers at this school expect their child to do his or her best* (S2005)	85%	75%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	81%	86%
• teachers at this school motivate their child to learn* (S2007)	85%	75%	71%
• teachers at this school treat students fairly* (S2008)	80%	81%	81%
• they can talk to their child's teachers about their concerns* (S2009)	85%	88%	95%
• this school works with them to support their child's learning* (S2010)	79%	69%	86%
• this school takes parents' opinions seriously* (S2011)	72%	80%	86%
• student behaviour is well managed at this school* (S2012)	47%	56%	67%
• this school looks for ways to improve* (S2013)	78%	88%	90%
• this school is well maintained* (S2014)	84%	88%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	81%	73%
• they like being at their school* (S2036)	86%	72%	68%
• they feel safe at their school* (S2037)	92%	84%	85%
• their teachers motivate them to learn* (S2038)	89%	78%	65%
• their teachers expect them to do their best* (S2039)	99%	93%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	83%	73%
• teachers treat students fairly at their school* (S2041)	69%	61%	43%
• they can talk to their teachers about their concerns* (S2042)	74%	59%	55%
• their school takes students' opinions seriously* (S2043)	71%	60%	55%

Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	59%	56%	38%
• their school looks for ways to improve* (S2045)	85%	82%	85%
• their school is well maintained* (S2046)	89%	76%	83%
• their school gives them opportunities to do interesting things* (S2047)	74%	68%	68%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	93%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	85%	85%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	88%	100%
• students are encouraged to do their best at their school (S2072)	97%	92%	100%
• students are treated fairly at their school (S2073)	94%	88%	100%
• student behaviour is well managed at their school (S2074)	68%	81%	71%
• staff are well supported at their school (S2075)	84%	89%	79%
• their school takes staff opinions seriously (S2076)	91%	89%	87%
• their school looks for ways to improve (S2077)	100%	93%	100%
• their school is well maintained (S2078)	97%	89%	100%
• their school gives them opportunities to do interesting things (S2079)	97%	88%	100%

* 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 education programs

The Respectful relationships education program at Longreach State High School is an integrated year 7 to 12 prevention program focused on influencing behaviour 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 behaviours 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.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	82	54	52
Long suspensions – 11 to 20 days	1	3	1
Exclusions	1	0	0
Cancellations of enrolment	0	0	1

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	57,380		135,465
Water (kL)	5,128	2,481	11,278

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	18	<5
Full-time equivalents	24	12	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	5
Bachelor degree	19
Diploma	1
Certificate	

*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 2018 were \$40,456.88.

The major professional development initiatives are as follows:

- Reading workshops
- New QCE Workshops

- First Aid and CPR training
- QSPA state conference
- VET Compliance
- Anaphylaxis and EpiPen training
- Inclusive Education workshops
- Positive Behaviour for Learning workshops and training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	86%	88%	88%
Attendance rate for Indigenous** students at this school	86%	87%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

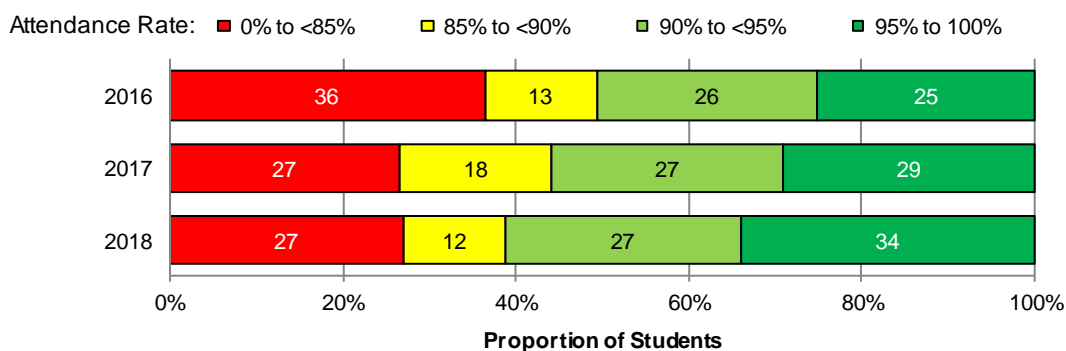
Year level	2016	2017	2018
Year 7	90%	89%	92%
Year 8	87%	90%	84%
Year 9	80%	87%	88%
Year 10	89%	84%	89%
Year 11	86%	90%	84%
Year 12	84%	89%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	34	29	20
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	34	29	20
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	8	8	7
Percentage of Indigenous students who received an OP	25%	0%	33%
Number of students awarded one or more VET qualifications (including SAT)	34	29	20
Number of students awarded a VET Certificate II or above	32	29	20
Number of students who were completing/continuing a SAT	11	13	8
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	100%	100%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	80%	88%	100%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	5	4	4
6-10	1	3	2
11-15	2	1	1
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	17	6	5
Certificate II	30	29	20
Certificate III or above	3	0	2

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate I courses were offered in the following areas:

* Certificate I in IDMT

* Certificate I in Kitchen Operations

Certificate I in Foundational Work Skills

Certificate II courses were offered in the following areas:

* Certificate II in IDMT

* Certificate II in Kitchen Operations

* Certificate II in Workplace Practices

Certificate II in rural Operations

Certificate II in Tourism

Certificate III in Civil Infrastructure

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	68%	81%	59%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	50%	200%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

In 2018, one student had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officer, Youth Pathways Officer and Deputy Principal supported this student into alternative training pathways and the workforce as a result of our schools supportive learning environment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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