

# Queensland State School Reporting – 2013

## Charters Towers Central State School (0215)



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## Principal's foreword

### Introduction

Charters Towers Central State School is a small country school situated in the centre of town. We cater for students from Prep to Year 7, with a Special Education Program integrated into our daily school operations. Central SS is comprised of dedicated staff, wonderful students, dedicated parents and community members, and a small but very enthusiastic P&C. In 2010 Charters Towers Central SS became a National Partnership School. This has provided welcome additional funds to assist with improving student academic results.

The Annual School Report for Charters Towers Central State School presents information about the 2011 school year. It examines in detail our achievements throughout the year, including the very successful performance at the ACTSS Showcase; the unique areas of curriculum including the wonderful dance lessons our students accessed and some of the very positive improvements in the School Survey data. The report also presents important school data including enrolment, student and staff attendance, NAPLAN results and class sizes.

### School progress towards its goals

Following the Quadrennial School Review in 2010 and the establishment of the 2010 – 2014 National Partnerships agreement, the focus of the school implemented the 2010 to 2014 Charters Towers Central State School's Strategic Plan. The goals on the Strategic Plan include:

- \* Achieving Maximum Outcomes For Every Student
- \* Better Behaviour, Better Learning
- \* Positive Engagement, Positive Results
- \* Strong Children, Strong Results, Strong Futures

Charters Towers Central State School's progress towards the implementation of these four elements is outlined as follows.

**Achieving Maximum Outcomes For Every Student** has involved ensuring our support programs for students with difficulties in literacy and numeracy are individually designed for each child or group of children. Teachers were supported by the Support Teacher: Learning Difficulties, Head of Special Educational Services (HOSES), the school Principal and teacher aides to ensure students made effective progress and where possible, began to 'close the gap'. The introduction of "Achieving Maximum Outcomes for Every Student" has resulted in increased student engagement, reduced classroom behaviour incidents, and improved learning outcomes for each student.

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**Better Behaviour, Better Learning** focussed on continuing to improve the implementation of the School Wide Positive Behaviour Support program and ensuring all students have access to lessons from the You Can Do It program. The number of incidents recorded on OneSchool, the school's internal data monitoring system, continues to reduce and the general behaviour in the school has continued to improve dramatically this year. Suspensions and school administration referrals have also decreased by 36% since the introduction of the program, with further improvements occurring.

**Positive Engagement Positive Results** was based on increasing the parent-teacher relationships and ensuring parents have a good understanding of what happens at school. Parents appear to be much more willing to come into the school and participate in school activities. Activities are planned throughout each school term aimed at both encouraging parents to visit the school, and engaging parents once within the school community. P&C meetings are held regularly with the support of the school's vibrant P&C committee. The school also communicates via a dedicated Facebook site, allowing current and previous school families to stay connected.

**Strong Children, Strong Results, Strong Futures** involved undertaking the Dare to Lead Review and beginning to implement the suggestions recommended in the report. The Dare to Lead Review was shared with school staff and we have been working to improve literacy and numeracy results, attendance and parental engagement. We have also established very positive relations with various Indigenous community groups.

#### Future outlook

In 2010, Charters Towers Central State School became a National Partnership School: Socio Economic Status. In conjunction with this change, the school also held a Quadrennial School Review. This led to a new four year Strategic Plan. Improved student results in the areas of Literacy, Numeracy, Intervention, Attendance and Parental Involvement are key areas underpinning the new plan.

Charters Towers Central State School is a School Wide Positive Behaviour Systems (SWPBS) school and we are looking to move implementation forward into its secondary level of implementation.

The school is also keen to further develop The Arts in 2014. This will involve involvement in a range of community based projects, including the Country Music Festival and the Charters Towers Eisteddfod. The teachers and students are also looking forward to the Showcase Celebration held at the end of the year.

Charters Towers Central SS recently received a new Hall and Resource Centre upgrade through Building the Educational Revolution program.

While Charters Towers Central SS is currently still a small primary school, the school is gradually growing in size with presently 186 children enrolled, which is 35 more than the equivalent period in 2013.

# Our school at a glance

## School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
158	72	86	89%

Characteristics of the student body:

In 2013, the school started the year with 156 students. The enrolment for March had dropped to 149, yet rose again in May to 157. In semester one, 46 students were enrolled; however, a number also moved on. This is a reflection of our high rate of transience. Presently as at the end of Semester 1 2014 we have 187 children enrolled with a daily attendance rate of 90%. There were also some students with extremely low attendance rates and this was a focus area in 2012/2013 period. Most students at Charters Towers Central State School are from urban backgrounds, however 5% are from rural locations.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	14.5
Year 4 – Year 10	17.5
Year 11 – Year 12	
All Classes	15.7

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	19
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

Our distinctive curriculum offerings

Apart from the regular subjects, Charters Towers Central State School also encourages students to do well in a range of other areas, including dance, Indigenous Culture and ICTs. With the introduction of the Australian Curriculum, Charters Towers Central SS has invested heavily in training and support for our school staff to ensure all teachers and assistants are confident with the new curriculum and delivery.

All classes are expected to incorporate Indigenous Culture into their units, with Indigenous perspectives embedded into all subject area across all grades. All classes are encouraged to ensure their curriculum involves hands on learning at all times. This is evident with the number of 'real life' learning opportunities experienced by the children.

In 2012, Charters Towers Central State School invested heavily into technology improvements at the school. This has resulted in wireless internet access throughout the school; a 1:3 computer ratio; and the introduction of iPads throughout the school. Class sets of laptops have also been purchased and are available for loan from the Resource Centre.

Students are also involved in online courses which are offered through Distance Education in Charters Towers. This has seen children experience additional support in the areas of numeracy and literacy, as well as languages.

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Extra curricula activities

Extra curricula activities.

ANZAC Day Parade – over 55% of our students participated in the ANZAC Day parade and the school leaders, accompanied by the Student Leader Coordinator and Principal attended the Dawn Service.

NAIDOC Day Celebrations – 100% of students participated in organised NAIDOC Day activities, as well as local community groups.

Country Music Festival – Students participated in the Country Music Parade. The students presented a tribute to Troy Caser- Daily, and dressed in appropriate costumes.

Charters Towers Eisteddfod – A number of students performed at the Eisteddfod, with the school choir doing extremely well.

Charters Towers Show – A school display is entered into the show, along with a number of individual student items.

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How Information and Communication Technologies are used to assist learning

In 2013 we were able to hold our ICT Rating from A to AA. We believe that we need to prepare our students for the digital age. Given that many families do not have access to computers or the internet at home, it is critical that we utilise ICTs as much as possible. This is to ensure that when our students are on a level playing field with other young people when they leave school. Two interactive whiteboards were installed and two more were purchased, encouraging teachers to use ICTs regularly in their teaching. A class set of digital cameras was also established, thereby allowing teachers to incorporate more ICTs into the units of work. Wireless internet access is available throughout the school to assist learning. Students are able to access iPads and laptops freely to assist with research, projects and school work when needed.

## Social climate

Here at Charters Towers Central State School, we believe that if students feel safe and happy at school they are going to be more successful. In 2013, the Chaplain program continued and we also introduced another pastoral care program to run at lunchtime. Charters Towers Central State School became a School Wide Positive Behaviour Support (SWPBS) school in 2011. SWPBS teaches children how to behave appropriately at school and the in community, and rewards students who are continually abiding by the school's expectations. SWPBS at Charters Towers Central State School involves three clear rules – I am Safe, I am a Learner, and I am Respectful. In 2013, it was often informally reported that the climate of the school had changed for the better. Students were better behaved, children were more polite and inclusion was more positively encouraged. Charters Towers Central SS became a Tier 2 SWPBS school in 2014 reflecting our significant achievements developing a positive learning culture at our school.

## Parent, student and teacher satisfaction with the school

In 2013, the results from the parents, staff and students showed pleasing increases in most categories surveyed. In 2012, survey results indicated most parents were very satisfied with the school overall, and 100% of parents were satisfied with classroom operations and learning.

From the students surveyed, there were improvements in the majority of the questions asked and the majority of categories surveyed, when compared to 2010. Students are very satisfied with what they are learning at our school, with the responses to this question being significantly above state average.

According to the School Survey, the opinion of the staff is extremely high. From 2012 to 2013, out of the seven overarching categories surveyed, the results went up in 6 of them and stayed the same in the seventh. Furthermore, the results were significantly above the state average in 6 of the categories. In simple terms, the staff are very committed to the school and the students; work well together and have a say in how they do their job.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	71%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	74%
Percentage of staff members satisfied with morale in the school	69%

DW – Data withheld

## Involving parents in their child's education

Here at Central SS, we believe that parental involvement is critical if students are to reach their potential with regards to their education. In 2012, a range of strategies were used to attempt to increase parental involvement in the school. Firstly, and most importantly, everyone in the school was encouraged to make the parents feel welcome. This meant that if a parent came into the school, they were smiled at, personally greeted if possible and asked if someone could be of assistance. At a classroom level, we invited parents to classroom events; to assist in classes; to attend information sessions and to attend parent-teacher interviews. At a school level, parents were actively encouraged to come and see us as early as possible, if ever they had any concerns. They were invited to school events and encouraged to be part of school activities. We believe that these techniques were successful in increasing parental involvement at school and in their child's education.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Charters Towers Central SS has recently completed our Environmental Management Plan, outlining our school's commitment to the environment. This includes energy efficient targets for 2011; reducing our water consumption by 9% and investigating possibly recycling options for our school waste.

### Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	71,682	18,376
2010	71,431	16,804
% change 10 - 11	0%	9%

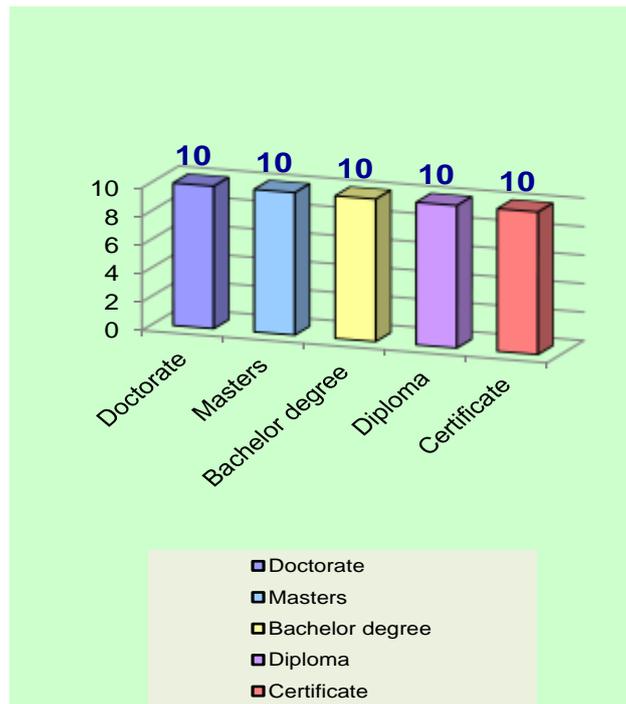
# Performance of our students

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	22	21	<5
Full-time equivalents	19	11	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	10
Masters	10
Bachelor degree	10
Diploma	10
Certificate	10



# Performance of our students

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$12578.12.

The major professional development initiatives are as follows:

- 7 sessions on the teaching of literacy
- Student Protection and Code of Conduct
- QSA Conference
- First Steps in Reading
- Functional Grammar Instruction
- SWPBS training
- Initial information on ICT Certificate
- Curriculum, Planning, Teaching and Assessing
- First Steps in Mathematics
- Implementation of the Australian Curriculum
- ICT implementation
- 5 day Literacy Training
- FiSH Training

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 62% of staff was retained by the school for the entire 2011 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 web page.

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

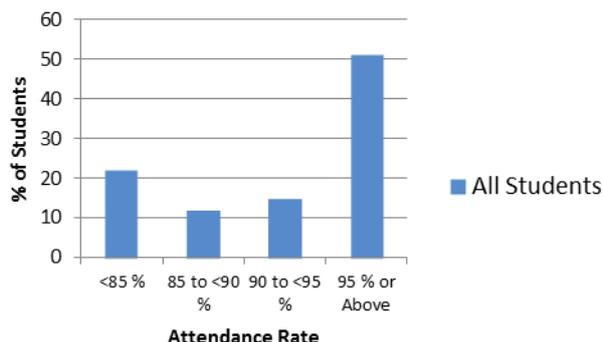
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	89%	88%	85%	87%	87%	87%					

### 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 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.

Class roles are electronically marked daily allowing student absence reports to be generated daily also. Student non-attendance is managed through the following processes at Charters Towers Central SS:

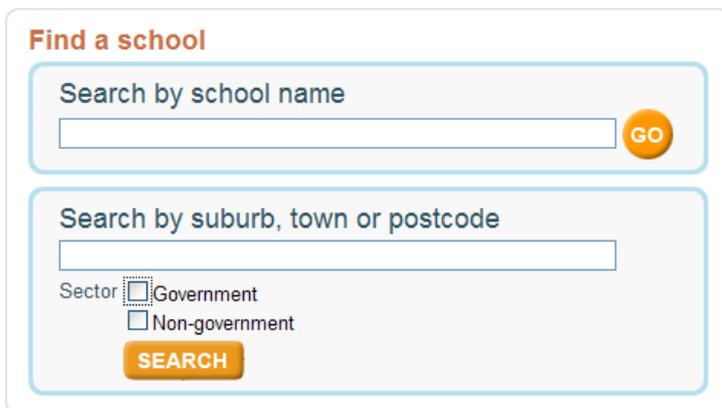
- Phone call or home visit is conducted by school staff member or principal whereby student attendance is a concern.
- If student attendance does not improve, formal warning letters are sent home to parents informing of the their child's continued absences.
- If attendance is still a concern, Queensland Police are called to visit the family and offer support.
- If attendance is truant, the school follows Education Queensland policy and refers the family to Queensland Police and Department of Child Safety.

## Performance of our students

### 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

Charters Towers Central State School has made positive progress towards closing the gap between the performance of Indigenous and Non-Indigenous students. Many of our school's Indigenous children are now achieving national benchmarks in standardised testing, such as NAPLAN and school based assessment tools. School attendance is still a concern with a number of Indigenous children still not regularly attending school, although this is improving. Our students at Charters Towers Central State School are becoming less transient which means students are enrolling at Charters Towers Central State School and staying at the school rather than moving on to another local school nearby.