

Charters Towers Central State School Queensland State School Reporting 2014 School Annual Report



Postal address	PO Box 64 Charters Towers 4820
Phone	(07) 4756 2333
Fax	(07) 4787 2481
Email	the.principal@chartowess.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr. Troy Barath

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 6, with a Special Education Program integrated into our daily school operations and an Early Childhood Development Program. Central SS is comprised of dedicated staff, wonderful students, committed parents and community members, and a very enthusiastic P&C.

The Annual School Report for Charters Towers Central State School presents information about the 2014 school year. It examines in detail our achievements throughout the year, including all of our commitments to varied community artistic and sporting events; the unique areas of curriculum including the wonderful school choirs and Adventure Based Learning Program 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 in 2014

Below are some of the key goals from the 2014 Annual Implementation Plan and their outcomes.

- Implement the Australian Curriculum.
- Achieved for all current Learning Areas.
- Explicit curriculum planning focus throughout school.
- Achieved. Ongoing planning meetings with all teachers occurring.
- Whole School Reading focus
- Achieved dedicated times and programs.
- Home Reading Program
- Achieved
- Align of school assessment practices – matrix, criteria sheets, moderation, back mapped
- Achieved

- Pedagogical Framework enacted across school
- Plan to Transition Year 7 to High School
- Increase parent engagement in key school activities (P&C, Tuckshop, classroom support)
- Achieved throughout school.
- Year 7's transitioned successfully and achieving well at High School.
- 15 member P&C, regular tuckshop volunteers, some classroom volunteers regularly helping in lower school.

Future outlook

Charters Towers Central State School's 2015 Annual Implementation Plan's key areas are as follows;

Successful Learners

- Review and align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum with the introduction of Geography.
- Create whole school Numeracy Plan
- Create whole school Literacy Plan
- Ongoing planning meetings with all teachers, including curriculum audits at key junctures.
- Review of Whole School Writing plans, aligned with all subject areas, inc C2C.
- Ongoing intervention across Prep to Year 4 cohort, using Sharratt and Fullan research practices.

Quality Teachers

- Engage teachers in How To Teach Writing PD (24 hr commitment)
- Review of school data using Five Week Cycle process focusing on three set targeted across school.
- Upload all school performance data onto OneSchool, including IEPS, ESPs and support plans.
- Embed Pedagogical Framework throughout all areas of school curriculum, with regular review for quality assurance.
- Develop with whole staff a Feedback policy and classroom visit schedule, aligned with explicit improvement agenda.
- Conduct monthly peer observations. Peer teachers to provide strategies to improve teacher clarity and student outcomes.
- Development of Explicit Instruction programs for Mathematics and Literacy

High Standards

- Continue moderation, both at school and cluster level to ensure consistency and alignment across Charters Towers cluster.
- Alignment of school assessment practices – matrix, criteria sheets, moderation, back mapped
- Develop and enact Student Support Plans to ensure curriculum is differentiated to suit needs
- Audit the alignment of school's teaching of Phonics from Prep to 7 and develop school based phonics policy.

Engaged Parents

- Update website, social media, interschool celebrations, focused communication agenda.
- Increase parent engagement in key school activities (P&C, Tuckshop, classroom support)
- Build greater presence in community, local media and in social media. Celebrate success at every opportunity.
- Conduct Principal meet and greet visits
- Learning and Well Being framework Implemented. Enact recommendations from the Framework.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	148	66	82	85%
2013	144	65	79	88%
2014	192	90	102	89%

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

Characteristics of the student body:

In 2013, there were 185 students enrolled at Charters Towers Central State School. Presently, as at the end of Semester 1, 2015, we have 183 children enrolled. At first glance, this would mean that our school is stable in growth but this is without a Year 7 cohort who transitioned to High School, last year. Effectively, our school is growing in enrolments.

Approximately 15% of our students have a disability which has led to a greatly reduced number of incidents of bullying and a high level of acceptance of people who may appear different in our school. 30% of our cohort of students have Aboriginal or Torres Strait Islander backgrounds which gives us access to many people in the local community that can help us celebrate and understand indigenous culture.

There were also some students with low attendance rates and this was a focus area in the 2014 period. Most students at Charters Towers Central State School are from urban backgrounds, however 10% are from rural locations.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	12	18
Year 4 – Year 7 Primary	26	18	20
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	38	46	26
Long Suspensions - 6 to 20 days	1	9	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

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

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Apart from the regular subjects, Charters Towers Central State School also encourages students to do well in a range of other areas, including archery, canoeing and High Ropes activities, 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.

Charters Towers Central State School regularly invests in technology improvements at the school. This has resulted in wireless internet access throughout the school; a 1:2 computer ratio; every classroom having it's own interactive whiteboard and the introduction of iPads throughout the school. There is a fully equipped computer lab and class sets of laptops have also been purchased and are available for loan from the Resource Centre.

All of this technology is used to help engage students as well as enable them to keep up with the demands of learning and working in the modern world. Students create animations, comic books, slideshow presentations, edit video and sound and learn how to research effectively with these key resources.

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.

Extra curricula activities

- ANZAC Day Parade – over 60% of our students participated in the ANZAC Day parade and the school leaders, accompanied by the 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.

- 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.
- Sport – Students in Years 4,5 & 6 participated in local and regional teams for Rugby League, Touch Football, Netball, Cricket, Soccer, and Softball.
- Year 4, 5 & 6 Camp – These grades participate in a one or two night camp.
- Year 6 Brisbane trip – Year 6 students have the opportunity to attend the week-long Year 6 Brisbane trip.

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 some 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 our students have the edge over other job seekers and university entrants when they leave school. Every classroom has interactive whiteboards installed, ensuring teachers use ICTs regularly in their teaching. A class set of digital cameras was also established, 50 I pads and Surface tablets are available for use along with a computer lab and class sets of laptops. 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. We pride ourselves in the caring nature of our staff and expressly encourage open communication between home and school.

In 2014, the Chaplain program continued and we also introduced another pastoral care program to run at lunchtime – The Random Acts of Kindness Group. 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 2014, we received regular feedback from parents and visitors regarding the relaxed and happy atmosphere that the school radiates. Students were better behaved, children were more polite and inclusion for all students was 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 and we are heading towards becoming the final Tier 3 level, this year.

All of these factors are reflected in our School Opinion Survey data below.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child likes being at this school* (S2001)	91%	100%	100%
their child feels safe at this school* (S2002)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	100%	100%
their child is making good progress at this school* (S2004)	96%	91%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	100%
teachers at this school motivate their child to learn* (S2007)	100%	95%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	95%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	91%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	87%	92%
they like being at their school* (S2036)	80%	83%	98%
they feel safe at their school* (S2037)	96%	85%	88%
their teachers motivate them to learn* (S2038)	91%	93%	94%
their teachers expect them to do their best* (S2039)	100%	94%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	85%	92%
teachers treat students fairly at their school* (S2041)	88%	92%	88%
they can talk to their teachers about their concerns* (S2042)	83%	85%	88%
their school takes students' opinions seriously* (S2043)	74%	81%	88%
student behaviour is well managed at their school* (S2044)	44%	79%	84%
their school looks for ways to improve* (S2045)	92%	87%	96%
their school is well maintained* (S2046)	92%	87%	96%
their school gives them opportunities to do interesting things* (S2047)	84%	87%	87%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they feel that their school is a safe place in which to work (S2070)		88%	100%
they receive useful feedback about their work at their school (S2071)		82%	87%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		88%	100%
student behaviour is well managed at their school (S2074)		82%	100%
staff are well supported at their school (S2075)		82%	100%
their school takes staff opinions seriously (S2076)		82%	100%
their school looks for ways to improve (S2077)		94%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		76%	87%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Here at Central SS, we believe that parental involvement is critical if students are to reach their potential with regards to their education. In 2014, 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.

The Principal is actively involved in working with parents on a daily basis with a focus on student achievement and engagement. The Principal calls the family of each child who is receiving an award on assembly to let them know so they can attend, if they wish. He regularly asks parents for help with specific activities if they have skill sets that could be shared with the students. Each term, the principal calls to discuss attendance with students who have unexplained absences and he is always available for parents to come and discuss any issues that parents may have.

Every five weeks, a list of Know and Able To Do charts that set out the information and skills about to be taught in English, Maths and Science are sent home to parents. These can be used by parents to reinforce knowledge at home or simply start discussions about school and the child's progress.

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

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 reducing our water consumption by 9% and investigating possible recycling options for our school waste.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2011-2012	95,982	6,277
2012-2013	96,828	10,692
2013-2014	95,867	9,324

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

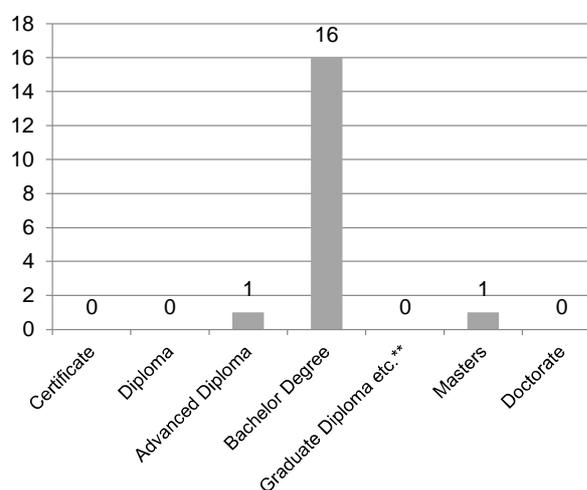
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	18	17	<5
Full-time equivalents	15	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	16
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	18



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 11,000

The major professional development initiatives are as follows:

- Beginning Teacher Mentoring
- Student Protection and Code of Conduct
- Implementation of the Australian Curriculum
- Curriculum, Planning, Teaching and Assessing
- SWPBS training
- Middle Leadership

- Boosting Early Reading
- School Review Training
- Team Teach

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

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

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

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

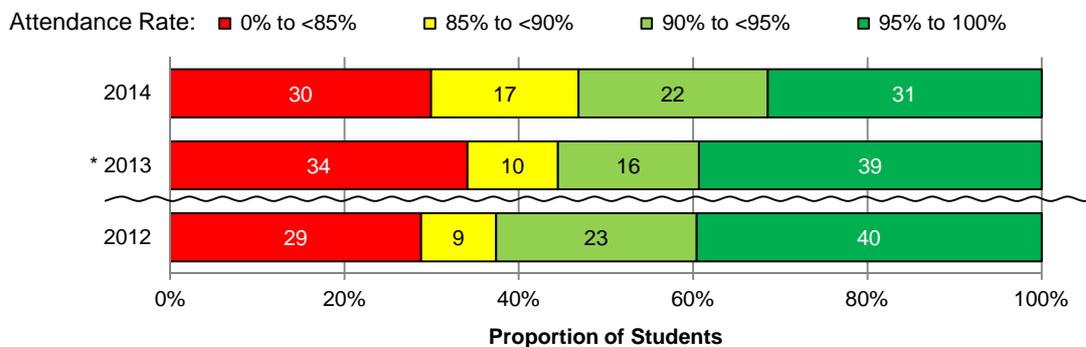
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	82%	86%	93%	90%	83%	92%	91%					
2013	88%	82%	90%	90%	93%	80%	87%					
2014	89%	91%	89%	89%	88%	89%	76%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

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 are 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.