



# Charters Towers Central State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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# School Overview

Charters Towers Central State School is a quality, progressive school situated in the middle of picturesque Charters Towers. We cater for students from Prep to Year 6, with a Special Education Program integrated into our daily operations. We pride ourselves on delivering the Australian Curriculum through engaging and individualised lessons that cater to all of our students' needs and abilities.

Charters Towers Central State School was established in 1875 and has a proud history of over 140 years of quality education. Each child is encouraged and given opportunities to reach their potential in a safe and supportive learning environment. Our mission is to provide a world class education to students through research based, quality, first teaching and targeted intervention that enables academic, social and personal growth of the individual.

## Principal's Foreword

### Introduction

The Annual School Report for Charters Towers Central State School presents information about the 2015 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 our consistently high levels 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 2016

##### **Successful Learners**

- Ongoing planning meetings with all teachers, including curriculum audits at key junctures. Meetings to focus on Australian Curriculum clarity and targeted teaching.  
- **ACHIEVED**
- Review of Whole School Writing plans, aligned with all subject areas, inc AC.  
- **ACHIEVED**
- Teachers use regularly updated triangulated data to inform ICP's in all areas, and support plans, differentiation and extension in Maths and English.  
- **ACHIEVED**

##### **Teaching Quality**

- Complete How To Teach Writing PD (24 hr commitment)  
- **ACHIEVED**
- Embed Pedagogical Framework and related specific pedagogical practices throughout all areas of school curriculum, with regular review for quality assurance with a sharp focus on reading and writing.  
- **ACHIEVED**
- Enact and expand classroom pedagogical feedback aligned with explicit improvement agenda. Conduct twice per term peer observations. Peer teachers to provide strategies to improve teacher clarity and student outcomes.  
- **ACHIEVED**

##### **School Performance**

- Reading and Writing best pedagogical practice strategies identified and enacted through good first teaching. Literacy promoted through the school with regular competitions and school magazine. Literacy blocks trialled and then expanded.  
- **ACHIEVED**
- Alignment of Teacher Aide assistance in class.  
- **ACHIEVED**
- Purchase relief teacher to enable peer feedback, co-planning and co-teaching, and HOC/Coach support. Use of Levelled Literacy Intervention program for at risk students.  
- **ACHIEVED**

## Engaged Partners

- Build greater presence in community, staff community relations team formed to use local media and social media. Celebrate success at every opportunity.
  - **ACHIEVED**

OneSchool attendance reports generated and sent home for parental review. Teachers to phone/visit families if student is away for two or more concurrent days without notification. Elders to conduct home visits and liaise with school/community when appropriate.

- **ACHIEVED**

## Future Outlook

### Our goals for 2017 include

#### Creating Assessment Literate Learners

- Teachers and students collaboratively set and review individual student learning and achievement goals in English and Maths for each unit. 90% goal attainment in unit cycles.
- Deliver, monitor and review descriptive feedback for English for each student to inform next step in teaching and learning. 80% students attain A-C on English assessment. Currently 70%.
- Trial Student Led Report meetings with target year levels and volunteer students from each grade. 90% targeted and identified students and parents complete report and return survey.
- Use triangulated data to inform planning for literacy and numeracy and set goals including ICP's. 100% ICP's created by week 4 Term 1 & 3. 90% students attain literacy and numeracy goals.

#### Collaborative Inquiry

- Principal, HOC and Key Teacher enact collaborative inquiry into Co-Plan, Co-Teach, Co-Reflect and Assess framework 85% students in inquiry class achieve A – C.
- 100% teaching staff ready to trial 2018**

#### A Systematic Approach

- All teachers construct Learning Walls for English with mandatory components visible in their rooms while units are being taught. 90% students able to answer 5 questions for learning effectively regarding their learning and assessment.
- Enact high yield strategies in reading and writing (as identified in school plans) across the school. 85% students reach regional reading benchmarks  
80% A-C English

- English lesson observation and feedback for all teachers with a focus on QTL twice per term with whole school feedback and discussion.

80% A-C English

- Hold Data meetings twice per term focused on QTL and student improvement.

80% A-C English

### Engaged Partners in Success

- Communicate English K&ATD charts to parents for each unit in accessible formats. Written and audio/video.

100% parent satisfaction in communication (School Opinion survey data)

- Form parent volunteer group to encourage parent involvement in areas parents feel they have strengths.

30 parents engaged in assisting with school activities or events.

- Daily attendance reviewed with admin contact follow up with parents for unexplained absences while continuing with same day alerts, positive attendance rewards and DET process for attendance.

95% attendance for all students.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	192	90	102	70	89%
<b>2015*</b>	193	93	100	73	90%
<b>2016</b>	206	94	112	70	83%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

In 2016, there were 193 students enrolled at Charters Towers Central State School. Presently, as at the end of Semester 1, 2017, we have 212 children enrolled. Our school has been growing in enrolments slowly and steadily over the last few years.

Approximately 12% 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 2016 period. Most students at Charters Towers Central State School are from urban backgrounds, however 10% are from rural locations.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	19	18
Year 4 – Year 7	20	25	25
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- \* Full implementation of the current 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.
- \* A pedagogical approach that creates assessment literate learners through the work of Hattie – Visual Learning.
- \* A whole school approach to reading and writing.
- \* A heavy emphasis on Number and mental calculation in Mathematics and expanding into real world problem solving.
- \* All classes are encouraged to ensure their curriculum involves hands on learning.
- \* Full support for individual student needs through quality first teaching, targeted class based interventions and extension, if required.

### Co-curricular Activities

- Adventure Based Learning – All students in years 4, 5 & 6 participate in archery, canoeing and high ropes at minimal or no cost with an instructor in each area on staff.
- 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 and visual artists 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

Digital technologies are an integral component of modern living and education and as such are embedded in all that we do at Central State School. Every classroom has interactive whiteboards installed, ensuring teachers use ICTs regularly in their teaching and giving students the most up to date information while helping them stay engaged. Our Year 6 class is a laptop based classroom with laptops available and used daily by each student. A class set of digital cameras has been established, 40 Ipads 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

### Overview

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.

Charters Towers Central State School became a Positive Behaviour Learning school in 2011 (PBL). PBL teaches children how to behave appropriately at school and the in community, and rewards students who are continually abiding by the school's expectations. There are clear and firm expectations that all students are expected and supported to meet. PBL at Charters Towers Central State School involves three clear rules – I am Safe, I am a Learner, and I am Respectful.

We have a large number of students who have a disability at our school. These students, like all other students at our school, are given the support they require to access the Australian Curriculum. Our staff and students are supportive of our whole school and we regularly celebrate our individual achievements and differences in our happy, inclusive school.

In 2016, the Chaplain program continued and we also nominated to increase our Guidance Officer time to assist in student support.

In 2016, 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.

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

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/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%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	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%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	88%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	90%	95%
they like being at their school* (S2036)	98%	90%	88%
they feel safe at their school* (S2037)	88%	98%	88%
their teachers motivate them to learn* (S2038)	94%	96%	100%
their teachers expect them to do their best* (S2039)	100%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	92%	88%
teachers treat students fairly at their school* (S2041)	88%	92%	89%
they can talk to their teachers about their concerns* (S2042)	88%	90%	88%
their school takes students' opinions seriously* (S2043)	88%	88%	89%
student behaviour is well managed at their school* (S2044)	84%	82%	77%
their school looks for ways to improve* (S2045)	96%	96%	92%
their school is well maintained* (S2046)	96%	94%	89%
their school gives them opportunities to do interesting things* (S2047)	87%	94%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
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)	87%	94%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	94%	100%
their school takes staff opinions seriously (S2076)	100%	94%	95%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	94%	100%
their school gives them opportunities to do interesting things (S2079)	87%	94%	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

We believe that parental involvement is critical if students are to reach their potential with regards to their education. In 2016, 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 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 teachers call the family of each child who is receiving an award on



assembly to let them know so they can attend, if they wish. The Principal and teachers regularly ask parents for help with specific activities if they have skill sets that could be shared with the students. Each week, the Principal calls and visits to discuss attendance with students who have unexplained absences and he is always available for parents to come and discuss any issues that they 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 invite 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 are 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. This was evident by our increasing P&C membership and engagement, NAIDOC events run by parents, and our excellent school opinion survey data.

### Respectful relationships programs

All areas of Charters Towers Central State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Charters Towers Central State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- I am Safe
- I am a Learner
- I am Respectful

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Respectful relationships are explicitly taught across the school in our Health program and are backed up by our school wide social development program – Second Step. This is in turn reinforced by our Positive Behaviour Learning lessons in classrooms and the school wide reward system.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	26	25	33
Long Suspensions – 6 to 20 days	1	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal



decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### 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
2013-2014	95,867	9,324
2014-2015	103,959	
2015-2016	72,604	

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.

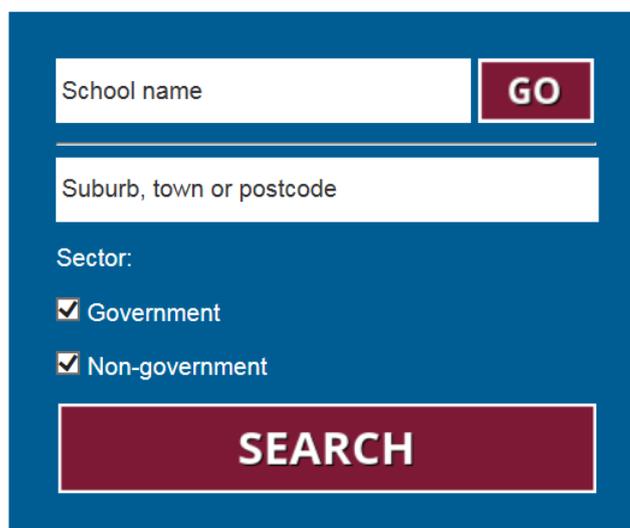
## School Funding

### 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



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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	19	19	<5
Full-time Equivalents	17	12	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	2
Bachelor degree	17
Diploma	
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 2016 were \$12,000

The major professional development initiatives are as follows:

- Teacher Mentoring
- Leadership Development
- Student Reading Improvement
- Student Writing Improvement
- Safe and Supportive Learning Environments
- Assessment Moderation

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	84%	82%

\*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 2016 for all Queensland Primary schools was 93%.

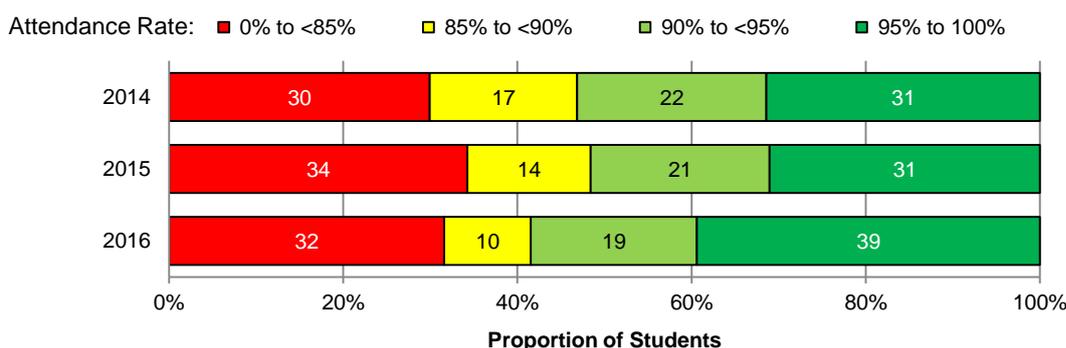
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	89%	91%	89%	89%	88%	89%	76%					
2015	90%	88%	88%	86%	86%	88%	85%						
2016	87%	88%	90%	88%	86%	89%	89%						

\*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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

- Each day absences are checked by administration staff and any students who have an unexplained absence have a text message sent to parents to advise that their child is not at school and a request is made to explain the absence.
- Phone call or home visit is conducted by school staff member or principal whereby student attendance is a concern.

- 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.

## 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**.

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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.

## Conclusion

We would like to thank you for reading this annual report and welcome you to ring the school on 4756 2333 if you should have any further enquiries.

