

# Caboolture State High School

## Queensland State School Reporting

### 2013 School Annual Report



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#### Principal's foreword

#### Introduction

Welcome to Caboolture State High School's Annual Report. Our School is a co-educational school which offers a wide range of subjects to students enrolled in Years 8 through to 12. At the beginning of 2013 there were 1134 students enrolled at the school.

At Caboolture, all students are encouraged to achieve their personal best and strive for excellence in all they do. It is a school that is known for long-held traditions, while having a healthy balance between the past and the future. The school is innovative, offering a cutting edge curriculum with a focus on academic, vocational and intellectual rigor, with real life and relevant learning experiences. 'Learning at Caboolture' is our primary focus.

Emphasis is placed on 'Making the Difference Today....for Tomorrow' for all students. Our interactions with our students, parents and carers and the wider community are based on our school values; persistence, respect, integrity, diligence and excellence. Caboolture High students have a proven record of academic, cultural and sporting success with outstanding performance across all aspects of the educational spectrum. Impressive results in international, national, and state competitions are consistently achieved.

The school has an excellent reputation and, for a number of years, the number of applications for enrolment has exceeded the capacity of the school. An Enrolment Management Plan operates at the school and determines the process by which students are enrolled.

Significant improvements have been gained over past years through the lifting of standards, investing time into student support and building quality relationships between the different groups that comprise our school community.

This report highlights our school's outstanding achievements for 2013 and many of the programs and initiatives that have contributed to our successes.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2013

This year again witnessed an improvement with our NAPLAN, Year 12 and subject achievement data clearly identifying improved student outcomes. This improvement was underpinned by the priorities identified in the school's Annual Operational Plan of 2013.

#### 1. Development of school and community partnerships

A major focus for this year was the preparations for the entry of Year 7 students to the school in 2015. Programs were undertaken to ensure that the school's staff, facilities and resources were on target to successfully welcome these students. Work continued in embedding our values; persistence, respect, integrity, diligence and excellence, referred to as PRIDE, into our school culture and we sought new opportunities to engage parents and the wider community into the school's agenda of 'Learning at Caboolture'.

The school continued to focus on engaging more parents through improved, positive communication focussing on student learning and overall student well-being. Through the Beacon program and student work placement programs stronger relationships were also developed with the local business community.

#### 2. Development and implementation of school curriculum

A focus for 2013 was the continued development of the National Curriculum in English, Maths and Science for Years 8 to 10 and the implementation of the History curriculum in Years 8 to 10. Units in these subjects were successfully completed, reviewed and implemented in 2013. In the Senior School, all programs were reviewed to ascertain that the school's curriculum was meeting the needs of all students. New courses were introduced in The Arts, Health and Science curriculum.

#### 3. Development of teacher practice

The school continued to implement its pedagogical framework, the 'Art and Science of Teaching', in 2013. Teachers engaged extensive professional development throughout the year and significant improvement in teachers' classroom practices was evident. The development of this framework will continue throughout 2014.

#### 4. Development of school capability

All members of staff have completed their Individual Development Plans which outlined their goals, areas for growth and desired professional development for 2013. The school's professional plan was created and enacted to ensure all staff received professional development aligned to Department, school and individual staff needs.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

Building on the successes of 2013, the school identified the following priorities as outlined in the school's Annual Implementation Plan for 2014:

#### Student Outcomes:

- Implement the Australian Curriculum
- Review student pathway offerings and school programs in the Senior School to ensure student achievement in the Queensland Certificate of Education and Overall Position
- Continue to implement and monitor 'Closing the Gap' strategies
- Implement 'Learning at Caboolture' strategy focussing on student engagement, attendance, behaviour and quality teaching

#### Teacher Practice:

- Implement and review teacher Improvement Development Plans with an emphasis on classroom observation and performance feedback
- Ensure teachers effectively use a full range of data to ensure classroom differentiation strategies for all students

#### Engaged Partners:

- Implement 'Getting Ready for Secondary School' strategies
- Establish Caboolture Cluster Industry Reference Group

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1165	606	559	93%
2012	1108	585	523	92%
2013	1108	556	552	89%

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

### Characteristics of the student body:

Students at Caboolture State High School are engaged in a range of pursuits including academic, sporting and cultural programs. This attracts students from the Caboolture region to the north and south and Wamuran to the west to the school. Our student population is mostly drawn from the local suburbs of Caboolture, Caboolture East, Elimbah and Beachmere.

The rich cultural diversity of our student population can be attributed to 90 indigenous students and a number of students identifying with different ethnic backgrounds, New Zealand, Asian and Pacific Islands forming the majority. Interestingly, many of our students are 2<sup>nd</sup> or 3<sup>rd</sup> generation Caboolture State High School students. The sense of community that is a key feature of Caboolture State High School's culture reflects that of Caboolture and the surrounding communities. The student body reflects the full socio-cultural background of the surrounding area.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	25	24
Year 11 – Year 12	18	18	19

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	507	507	457

## Our school at a glance

Long Suspensions - 6 to 20 days	26	27	22
Exclusions	3	9	7
Cancellations of Enrolment	6	14	23

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

The current curriculum offerings in Years 8, 9 and 10 are based around the eight key learning areas.

In Year 8, all students study English, Mathematics and Science from the National Curriculum for the year, and History, Geography, Chinese and Health and Physical Education for a semester. Additionally, all students chose four electives from the remaining KLAs, studying each elective for one term. Students study one of Home Economics, Industrial Technology or Agricultural Science: one of Visual Art, Music or Performing Arts and two electives from the remaining options.

In Year 9, all students study English, Mathematics and Science from the National Curriculum for the year and History and Health and Physical Education for a semester. Additionally all students choose 4 subjects from a range of options, each elective being studied for a full semester.

In Year 10, all students study English, Mathematics and Science from the National Curriculum all year and History and Health and Physical Education for a semester. Additionally, students choose two electives from a range of options, each subject being studied for the full year. Year 10 subjects align with their Years 11 & 12 counterparts, thereby ensuring that Year 10 is a transition year to senior studies.

In Years 11 and 12, students may choose from a wide range of Authority, Authority Registered and VET subjects. The school also offers tailored programs for School Based Apprentices and School Based Trainees.

Additionally, the school offers several specialist courses including the LearnIT laptop program in Years 8 to 10, Agricultural and Rural Studies programs in Years 8 to 12 and Certificate I in Construction and Certificate 2 in Resources and Infrastructure Work Preparation through the school's College of Civil Infrastructure and Construction.

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## Extra curricula activities

Caboolture High is involved in a full range of sporting, academic, artistic, public speaking and recreational endeavours. Students have produced outstanding performances in academic, cultural and sporting fields.

There are many extra curricula activities available to students at Caboolture. These activities include an extensive interschool sport program with a focus on student participation and skill development at the highest level. Additionally, activities such as equestrian, debating, public speaking, cattle showing, subject based competitions, digital design challenge, instrumental music and dance eisteddfods are well supported by a keen and enthusiastic team of staff and students.

There are two major tours which operate on an annual basis and biennial basis. The school's annual ski trip is always well patronised and regarded highly by the students as "just the best time". Every two years, we offer a China trip for Chinese students in Years 10 to 12.

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### How Information and Communication Technologies are used to assist learning

Caboolture State High School has a student to computer ratio of 1:1. Students access computers in all subject areas across all year levels. This includes specialist subject areas such as Art and Industrial Technology and in the other subject areas where access to computer labs is centrally managed to ensure all program needs are met.

Beyond computers and specialist software, access to ICTs is provided in a number of other ways. The school's network is organised so that students can access programs, subject documents and resources, as well as submit work electronically to their teachers. Our Online Library is a comprehensive resource, offering students a wealth of support through electronic subscriptions, links to universities, help with research and referencing and much more.

Laptops are readily available for use with all teaching areas having access to wireless connectivity, enabling teacher and student access to the network and internet as necessary. Students in Science, for instance, can collect information on data loggers and then work with it on laptops in their classrooms. All classrooms have network and wireless connectivity. All rooms are equipped with projectors to facilitate both teacher and student use of ICTs in the classroom. In addition, students have ready access to digital cameras, scanners and printers.

Specific ICTs are targeted at various points in the junior curriculum, such as Excel in Year 8 Maths and Year 9 SOSE, Publisher in Year 8 HPE and PowerPoint in Year 8 English. To develop the core skills of internet and research skills, they are also targeted in particular units of work. All basic ICTs are revisited across the curriculum to provide ongoing opportunities for deepening and improving understanding of their applications.

Increasing numbers of teachers provide learning experiences through online environments in the Learning Place, enabling student access to course materials 24/7 and the opportunity to collaborate and communicate online with peers and teachers. Through this, students are learning the different modes of electronic communication that will be part of adult workplaces including wikis, blogs, discussion boards and forums.

Students in Years 8 to 10 have the opportunity to use ICTs in their learning through participation in the school's 1:1 program, LearnIT. This is an IT-immersion program in which students use ICTs on a daily basis to complete much of their junior studies via laptop technology.

Additionally, many students in Years 11 and 12 have access to the school's eSenior take-home laptop program.

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## Social climate

The data gathered by The Department of Education, Training and Employment through the School Opinion Survey confirms that students, parents and teachers believe that Caboolture High provides an enjoyable and rewarding school experience where students can achieve their potential in a wide range of pursuits.

The school values, persistence, respect, integrity, diligence and excellence, provide a positive tone where students feel safe and supported. The school has high expectations with regard to student behaviour and social interaction. Our Responsible Behaviour Plan for Students clearly sets out these expectations and the consequences of any inappropriate behaviour.

The school has an extensive pastoral care program in place dealing with topics ranging from adapting to high school life for our Year 8 students to work preparation for students in Year 12. Other topics include leadership, study skills, time management, personal health and safety to name a few.

The school does not tolerate bullying and all reports of bullying are investigated. The students who are bullied are supported and the students responsible for the bullying dealt with as outlined in the school's Responsible Behaviour Plan for Students.

As well as this, students are supported by a range of personnel, including Year Coordinators, a Guidance Officer, a Youth Support coordinator, School Nurse, School Chaplain and Heads of Department – Middle School and Senior School.

The Student Support Committee meets weekly to monitor student well-being and behavioural issues with identified students supported, either through the resources of the school or referred to outside agencies.



# Our school at a glance

## Parent, student and staff satisfaction with the school

At Caboolture High we are focused on student learning and we regularly refer to 'Learning at Caboolture' with our students. We believe that for learning to occur students must feel safe, they must be offered a curriculum which meets their needs, they need to be supported by their teachers and they need to believe in the quality of their school. Parents need to have confidence in the school and know that their children are receiving a quality education in a safe and supportive environment.

Teachers also need to feel supported with timely access to quality professional development and parents need to be confident with the overall performance of their child's school.

The following table provides a snapshot into some key measures provided through the School Opinion Survey process.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	100%
this is a good school (S2035)	81%	100%
their child likes being at this school* (S2001)	75%	93%
their child feels safe at this school* (S2002)	75%	94%
their child's learning needs are being met at this school* (S2003)	75%	100%
their child is making good progress at this school* (S2004)	88%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%
teachers at this school motivate their child to learn* (S2007)	94%	100%
teachers at this school treat students fairly* (S2008)	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	88%	94%
this school works with them to support their child's learning* (S2010)	93%	86%
this school takes parents' opinions seriously* (S2011)	86%	93%
student behaviour is well managed at this school* (S2012)	75%	100%
this school looks for ways to improve* (S2013)	100%	93%
this school is well maintained* (S2014)	88%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	91%	88%
they like being at their school* (S2036)	89%	80%
they feel safe at their school* (S2037)	86%	81%
their teachers motivate them to learn* (S2038)	78%	82%

## Our school at a glance

their teachers expect them to do their best* (S2039)	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	85%	93%
teachers treat students fairly at their school* (S2041)	73%	76%
they can talk to their teachers about their concerns* (S2042)	73%	79%
their school takes students' opinions seriously* (S2043)	70%	69%
student behaviour is well managed at their school* (S2044)	62%	66%
their school looks for ways to improve* (S2045)	93%	85%
their school is well maintained* (S2046)	84%	75%
their school gives them opportunities to do interesting things* (S2047)	92%	85%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	93%
they receive useful feedback about their work at their school (S2071)	88%
students are encouraged to do their best at their school (S2072)	95%
students are treated fairly at their school (S2073)	91%
student behaviour is well managed at their school (S2074)	80%
staff are well supported at their school (S2075)	86%
their school takes staff opinions seriously (S2076)	81%
their school looks for ways to improve (S2077)	95%
their school is well maintained (S2078)	86%
their school gives them opportunities to do interesting things (S2079)	88%

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

# 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.

# Our school at a glance

## Involving parents in their child's education

Caboolture High is a learning organisation where parents and caregivers are valued for the difference they can make to their students' learning outcomes and future pathways. Every contribution made by a parent makes the school richer in some way and more able to ensure the best learning outcomes for every student. All members of staff appreciate parental and community involvement in the school.

Opportunities for parents to take an active role in their child's education range from supporting school policies on dress, homework and the like, to involvement as a volunteer or membership of the Parents and Citizens' Association. The school has a tradition of well attended Information Evenings and Parent Teacher Interview sessions and also at functions such as the Senior Induction, Awards Night and Valedictory Night.

Parents are kept well informed of school activities through an extensive monthly newsletter which is emailed to parents and offered to parents in paper format. The school also provides immediate feedback to parents on student absence via a text messaging service.

## Reducing the school's environmental footprint

In recent years the school has taken steps to reduce its environmental footprint. Water tanks are in use in the Agriculture Department and solar energy panels have been installed. Students and staff are aware of the need to conserve power and water by turning off electrical equipment and taps. A range of waste materials are recycled to protect the environment.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	585,020	2,200
2011-2012	629,648	4,303
2012-2013	603,975	45,158

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

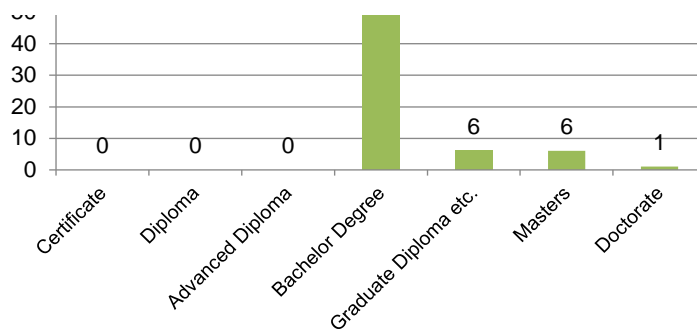
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	94	45	<5
Full-time equivalents	89	35	<5

## Qualifications of all teachers

Advanced Diploma	0
Bachelor Degree	81
Graduate Diploma etc.	6
Masters	6
Doctorate	1
<b>Total</b>	<b>94</b>



\* Teaching Staff includes School Leaders

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

## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$60 438.

The major professional development initiatives are as follows:

- Literacy and Numeracy development and implementation
- The Art and Science of Teaching
- ICT Pedagogical Licences and Certificates and ICT development days
- OneSchool training
- QSA work program and assessment workshops
- Individual Faculty Professional Development
- Implementation of National Curriculum in English, Maths, Science and History
- First Aid certificates
- Certificate IV in Assessment and Training

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2013 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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.

## Our staff profile

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

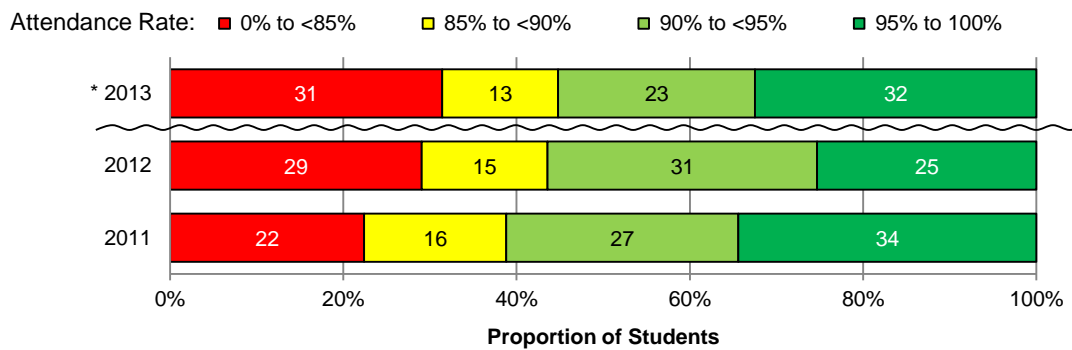
# Performance of our students

## Key student outcomes

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 from 2013 to that of previous years.

# Performance of our students

## Description of how non-attendance is managed by the school

Non-attendance is managed at Caboolture State High School in line with the DETE policy, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools.

- All enrolled students are required to attend school or eligible options unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note or phone message or text message to the school explaining why an absence has occurred.
- Parents of students who are to be absent are required to contact the school to report the reason for the absence.
- Parents can provide a designated mobile phone number for communications about absences.
- Formal roll marking occurs in Roll Class at 8.55am. Students are responsible for their presence in class at all times. All student absences are recorded each period by teachers, as a formal record of attendance. Late arrival or early departure is to be reported at the main office to ensure accuracy of roll marking. Failure to do so will result in a student being recorded as “unexplained absence”.
- A staff member will be responsible for monitoring and investigating student absences.
- The designated staff member will text message parents of absent students if communication from parents is not forthcoming on the day of absence by 10.30am.
- Independent students not living with parents or guardians are also required to provide notes.
- Ongoing unexplained absences, or lack of cooperation regarding student attendance, will result in a formal attendance conference being organised. If student attendance does not improve the school follows the procedures outlined in the DETE policy, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools.
- Unresolved attendance issues of post-compulsory participation students may result in the cancellation of their enrolment.
- Education Queensland and enrolment auditors may consult student attendance records.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Aggregated student attendance data is reported to Education Queensland and the wider community each year as part of the annual report.



## Performance of our students

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 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 'Find a school' search box. It has two main sections. The first section is titled 'Search by school name' and contains a text input field and an orange 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field. Below this input field, there is a 'Sector' label followed by two checkboxes: 'Government' and 'Non-government'. At the bottom of this section is an orange '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.

# Performance of our students

## Achievement – Closing the Gap

There were 77 students enrolled at Caboolture State High School in 2013 who identified as Aboriginal and/or Torres Strait Islander. The school was successful in closing the gap in academic performance, attendance and retention of these students.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	69%	75%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	177	153	167
Number of students awarded a Queensland Certificate Individual Achievement.	0	2	3
Number of students receiving an Overall Position (OP).	93	75	74
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	15	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	129	111	145
Number of students awarded an Australian Qualification Framework Certificate II or above.	105	79	129
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	126	117	140
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	66%	59%	78%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	88%	90%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%	98%	100%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)					
	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	11	19	31	21	11
2012	4	20	20	21	10
2013	10	19	29	14	2

As at 5 May 2014. The above values exclude VISA students.

## Performance of our students

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	55	102	24
2012	49	77	26
2013	80	127	31

As at 5 May 2014. The above values exclude VISA students.

In 2013 students had the opportunity to complete the following Certificate I courses:

Construction, Engineering, Furnishing, Work Readiness, IT – Digital Media and Technology, Agricultural Food Operations

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early leavers information

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

While the school believes that all students should complete Year 12, there are occasions when students leave school to take up meaningful employment or other study options. In these cases the school is supportive of the students and their families with the school Guidance Officer available to meet with students and parents to provide advice concerning possible future pathways. Other students who are in danger of disengaging from education are case managed by the school and are often supported by community support agencies and programs.

Support is offered to all early leavers in their transition to work or further study.