



Charters Towers Central State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

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.

Our students are supported through a range of services including but not limited to a Guidance Officer, Speech Therapist, School Chaplain, Support Teacher for Literacy and Numeracy, Special Education Teachers, specialised Teacher Aides and highly trained classroom teachers. All of our teachers follow our school pedagogical approach of using Visual Learning to create assessment literate learners, providing regular feedback, encouraging focused effort, tracking growth and targetting areas that require extra support in all areas of the Australian Curriculum.

Our teachers support students socially and emotionally through a number of programs within the school. Year 6 completes the Team Up program each year with PCYC, Year 5 completes the Future Leaders Program each year.

Our school prides itself on an excellent record of high community engagement with our families, local businesses, organizations and other professional communities. We have a very active and committed P&C who run our tuckshop on a volunteer basis, organize fun fundraising events and support the running of the school however they can. We have long standing partnerships with Charters Towers PCYC, Southern Cross University and Minjar Mines. All of our community engagement is focussed on improving student connectedness to community and improving educational outcomes.

School progress towards its goals in 2018

Whole School Pedagogical Approach

Charters Towers Central State School implemented the Quality Teaching and Learning pedagogical approach to English. In 2018, Central employed a QT&L teacher to train and support staff. This strategy allowed staff to increase their knowledge and understanding of the Australian Curriculum through the implementation of a consistent pedagogical approach. Feedback from teaching staff has indicated that this process was invaluable. Charters Towers Central State School is committed to ensure that QT&L will continue into 2019.

Future outlook

Positive Culture that Promotes Learning

- Use an Inquiry Cycle model to develop a whole school approach to improve attendance and engagement.
- Investigate, develop and implement a Charters Towers CSS positive behaviours for learning whole school plan.
- Identify practices in the school that support the three levels of student support 95-100%, 90-95% and case management.

Systematic Curriculum Delivery

- Review, Scan and Assess school curriculum plan to ensure CTCSS Whole School Curriculum Plan provides three levels of curriculum planning and assessment aligned to the P12 CARF.
- Collaboratively develop school documents and practices around curriculum, differentiation, assessment and reporting with cluster schools and regional staff.
- Develop whole approach documents including Whole Curriculum Plan, Whole School Approach to Differentiated Teaching and Learning, Summative and Formative Assessment, Plan and Profiles a Moderated Process for Unit Planning and Assessment.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	206	218	214
Girls	94	99	100
Boys	112	119	114
Indigenous	70	80	80
Enrolment continuity (Feb. – Nov.)	83%	91%	84%

Notes:

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

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

Characteristics of the student body

Overview

Our enrolment numbers continue to grow each year with a growth trend of approximately 5% each year. Approximately 9% 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 2017 period. Most students at Charters Towers Central State School are from urban backgrounds, however 10% are from rural locations.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	19	20
Year 4 – Year 6	25	27	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

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 latest version of the curriculum and its 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. A class set of digital cameras has been established, 40 iPad's 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 7 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 2018, the Chaplain program continued and we also nominated to increase our Guidance Officer time to assist in student support.

In 2018, 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	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%	88%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	88%	75%	92%
• they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	88%	100%
• student behaviour is well managed at this school* (S2012)	100%	88%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	88%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	90%	98%
• they like being at their school* (S2036)	88%	84%	94%
• they feel safe at their school* (S2037)	88%	87%	98%
• their teachers motivate them to learn* (S2038)	100%	95%	100%
• their teachers expect them to do their best* (S2039)	97%	97%	98%

Percentage of students who agree [#] that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	88%	93%	98%
• teachers treat students fairly at their school* (S2041)	89%	90%	96%
• they can talk to their teachers about their concerns* (S2042)	88%	87%	96%
• their school takes students' opinions seriously* (S2043)	89%	89%	98%
• student behaviour is well managed at their school* (S2044)	77%	73%	87%
• their school looks for ways to improve* (S2045)	92%	93%	100%
• their school is well maintained* (S2046)	89%	93%	94%
• their school gives them opportunities to do interesting things* (S2047)	97%	93%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	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)	91%	87%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	93%	100%
• student behaviour is well managed at their school (S2074)	100%	93%	100%
• staff are well supported at their school (S2075)	100%	100%	94%
• their school takes staff opinions seriously (S2076)	95%	93%	89%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	94%
• their school gives them opportunities to do interesting things (S2079)	100%	93%	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. A range of strategies are used to increase parental involvement in the school. Firstly, and most importantly, everyone in the school is encouraged to make parents feel welcome. This means that if a parent comes into the school, they are 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.

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 education 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 or Positive Behaviour Learning lessons in classrooms and the school wide reward system.

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships including responding appropriately to violence and strategies to support all students with bullying issues.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	33	69	73
Long suspensions – 11 to 20 days	1	0	1
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Charters Towers Central SS has recently completed our Environmental Management Plan, outlining our school's commitment to the environment.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	72,604	380,784	193,660
Water (kL)		720	240

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	20	17	<5
Full-time equivalents	19	12	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*	2	
Bachelor degree	17	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$7 362.58.

The major professional development initiatives are as follows:

- Effective Pedagogy
- Building blocks to success
- Positive Behaviour for Learning
- Curriculum Data and Dashboard
- Read & Write Prep-Yr 6
- Classroom Profiling
- Embedding oral language across the curriculum
- Supporting students to plan and edit their writing
- Diverse learners conference

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 65% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	89%	87%
Attendance rate for Indigenous** students at this school	82%	86%	83%

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

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

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

Year level	2016	2017	2018
Prep	87%	92%	86%
Year 1	88%	92%	87%
Year 2	90%	89%	86%
Year 3	88%	93%	88%
Year 4	86%	88%	91%
Year 5	89%	85%	88%
Year 6	89%	88%	83%

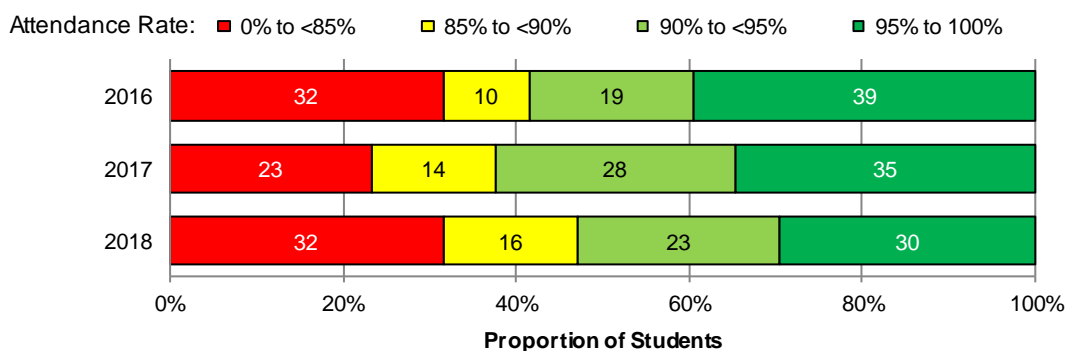
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

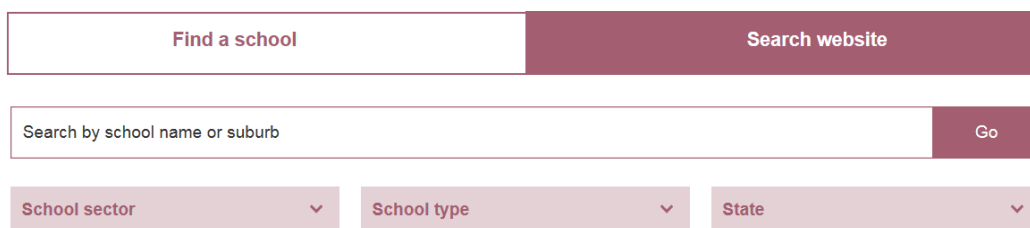
- Each day absences are checked by administration staff and any students who have an unexplained absence have a text message sent to parents to advise that their child is not at school and a request is made to explain the absence.
- Phone call or home visit is conducted by school staff member or principal 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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



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



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



Notes:

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