Chinchilla State High School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

This report records the 2014 school outcomes and presents to our community a summary of key information collected throughout the year. Chinchilla State High School continues to embody the motto "Learning together for a happy and productive future" and this is regularly reinforced through the school's TEAM Core Values. Our staff members are very enthusiastic in their work and there is a strong focus on student wellbeing, the development of academic excellence and providing a diverse range of learning opportunities for all students within a safe and supportive school environment. The students are provided access to excellent teachers within a breadth of curriculum offerings and numerous opportunities to excel in the sporting, cultural and citizenship areas.

School progress towards its goals in 2014

The school implemented a number of key priorities in 2014. There was strong progress made within each priority and there continues to be development within these areas.

- Progressive implementation and raising of awareness of the 'Four Pillars' to help promote the School's Improvement Agenda: 1. High Quality Curriculum, Teaching and Learning. 2. The Purposeful Use of Data. 3. Collegial Support and Development. 4. Safe and Disciplined Learning Environment.
- Continue to develop key processes to support the initial phase of SWPBS implementation
- Implement the Australian Curriculum in English, Geography, History, Mathematics and Science
- Continue the development of consistent whole school pedagogical practices
- Continue the focus on staff using data to inform daily teaching practice and school processes
- Focus on the ongoing development of instructional leadership with a focus on workforce performance and explicit feedback to all staff
- Develop productive partnerships with students, staff, P and C executive, parents, and the community
- Improve school performance and quality of learning outcomes for all students
- Develop and implement a Junior Secondary Plan
- Develop stronger connections with local Cluster schools and collegial sharing processes

- Review and design improved transition processes for new students, parents and families
- Continue the focus on staff leadership capability and new opportunities (e.g. Year Coordinator and Indigenous Student Coordinator roles)
- Investigate and implement improved diagnostic processes for Junior Secondary students (PAT testing) to inform teaching practices
- Implement strategies to improve student attendance and engagement
- Develop a 5 year Facilities Improvement Plan
- Improve Financial accountability and mandatory Compliance processes across the school

In addition:

In 2014, the staff continued to work positively towards implementing all of the recommendations outlined in the 2012 Curriculum, Teaching and Learning Audit and the 2013 School Compliance Audit.

There was a strong focus on Professional Development for staff, with numerous opportunities to enhance skills and share 'best practice' with colleagues. A particular area of focus has been raising awareness amongst staff of the need for more engaging pedagogical practices for students in the Junior School. The Junior Secondary Team has led significant reforms around improving transition processes for new students which has created much improved partnerships with our local feeder schools. The school staff were very proactive in their work with colleagues and parents in the preparation for the arrival of Year 7 and Year 8 in 2015.

The school continued its strong focus on developing processes to assist the learning needs of all students through negotiated learning goals in each subject and providing a differentiated curriculum where necessary.

A number of key initiatives aimed at improving Year 12 student outcomes were implemented e.g. intensive QCS preparation, a Deputy Principal monitoring achievement and attendance data and supporting senior students, quality QCE tracking processes, development of a HOD of Senior Schooling position and all students completing a Certificate 1 in ICT in Year 11/12.

The school continued to implement various upgrades to its ICT facilities and digital resources and promoted the development of ICT literacies and skills amongst the students and staff.

Future outlook

The school staff are continuing their commitment towards embedding a common language around expectations to achieve the School's Improvement Agenda. Knowledge of key school compliance processes, and how to articulate and action the 'Four Pillars' to improve teacher performance and improve the learning outcomes for all students, will continue to be intensive areas of focus for all levels within the school.

In 2014 the school commenced the training phases for the School Wide Positive Behaviour Support program. Throughout 2014 the SWPBS team worked with staff to design and implement a breadth of school wide processes that provided clarity around daily expectations and associated processes within the school. This work continues in 2015 and is assisting school staff, parents and the wider community to reinforce a strong culture of high-quality learning and positive behaviour, with students focused on achieving their very best education.

The ongoing consolidation of the school's TEAM Core Values – 'Together, Excellence, Acceptance and Motivation', continues to be a priority. These values provide a common language to promote high standards and wellbeing for all students and staff across our wider community. The school community has embraced the idea of providing TEAM Player Awards for students and staff who have demonstrated high standards and positive behaviours.

School leaders are continuing to embed the new Developing Performance Framework with staff, which continues to provide high-quality, constructive feedback for staff.

Teachers are continuing to refine the implementation of a common 'Explicit Teaching Lesson Structure' and the policies from the school-wide Pedagogical Framework.

Under an 'Excellence in Teaching' focus, teachers will continue to engage in Professional Development and 'Collegial Sharing' in school and across other schools within the region, to ensure that they are implementing best practices and maximizing student outcomes.

The staff will continue to reflect on a breadth of student data sources (e.g. class results, PAT diagnostic tests, NAPLAN results, QCS results, QCIA / QCE data) to improve the development of Literacy and Numeracy skills and overall achievement in all students.

In 2015, the school's ability to cater for a wide breadth of student learning needs will be enhanced through the combined planning and teamwork of a Learning Needs team, consisting of the Junior Secondary HOD, Master Teacher, Learning Support Co-ordinator, HOSES and Admin. This will assist in the tracking of students and the facilitation of individualized programs to meet student needs.

The Student Wellbeing Team will continue to shape their mode of operation and their referral and support processes.

The successful implementation of the National Curriculum in English, Geography, History, Mathematics and Science will continue, with the introduction of HPE in 2016.

In consultation with local schools and parents, our staff will continue to shape a Junior Secondary philosophy that reflects high standards of student wellbeing, curriculum and pedagogy. This Junior Secondary philosophy will continue to be progressively implemented across Year 7, 8 and 9 in 2015.

Student attendance is required to be above 90% (2014) for students to participate in non-compulsory activities.

The continuation of a teacher in an Indigenous Students' Coordinator role to monitor attendance, assist students in class and liaise with parents and community. Indigenous students will be able to participate in the Titans "I-Can" and 'Girls' Academy' Programs and access the 'High Performance Centre' for study.

The school will continue to upgrade its ICT resources (e.g. laptops and i-Pads) and promote the development of ICT literacies and skills amongst the students and staff.

The school will continue to strive to create strong partnerships with local schools, TAFE and community industry groups to provide a breadth of learning opportunities for students.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Year 7 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	471	247	224	89%
2013	485	244	241	91%
2014	524	253	271	95%

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

Characteristics of the student body:

The school is an integral part of the community and its traditions and history are firmly embedded in the culture of the area. Generations of the same family have attended the school and they value education and community involvement in the school. Most of the students usually transition to the high school from six local primary schools, including two independent schools, although occasionally a small number of families opt to send their children to boarding schools. Students generally come from a rural or urban background. Approximately half of the students live in the town and the others live in surrounding areas.

There are 14 buses that provide service to the students.
There are approximately 30 students who live on properties in the surrounding districts e.g. from Durong and Wandoan who choose to stay in the student hostel, Leichhardt House. Those students board there during the week and return home each weekend.

The local mining industry has recently entered an Operations and Maintenance Phase which has seen a change to the employment opportunities in Chinchilla and the surrounding areas. The potential fallout from this change in local industry is being monitored. There are numerous enrolments throughout the year due to a more transient population. This can create changes within the dynamic of the student body and poses challenges to preserve the traditional values of the school.
There is an increasing diversity of learning needs throughout the student body. Students who are unable to connect with the curriculum of their year level are to receive instruction within the age-appropriate curriculum for their learning needs. Students with Special Needs are catered for in a variety of learning environments, including small, specialised groups and mainstream classes. In practical areas these students have the extra support of a teacher aide and they are provided with assignment support. The school is experiencing evidence of an increasing amount of Youth Mental Health issues with a range of levels of intervention required to support the affected students and their families.
In 2014, Indigenous students made up 7% of the student population, with the 'Closing the Gap' data for these students significantly improving. There were a small number of students from other countries who met the 'English as another Language or Dialect' (EAL/D) criteria.
The 2014 school ICESA is 974. The 2014 School ICSEA Percentile is 34.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	23	22
Year 11 – Year 12	13	14	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	92	57	85
Long Suspensions - 6 to 20 days	4	3	0
Exclusions#	0	1	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

- Students at Chinchilla State High School are required to study a number of Core subjects in each year level.

- As the students progress through the year levels they receive more choice of Elective subjects to complete their curriculum program, with students in the Junior School being provided with a host of potential options from the Arts and Technology Departments.

- In the Senior School there are a large range of academic and vocational choices to cater for a broad range of student needs. Students are provided with the flexibility to undertake a course that caters to their individual needs, including TAFE, School-Based Apprenticeships and Traineeships, and University subjects. A significant number of students undertake a school-based traineeship or apprenticeship

- All students participate in a weekly Pastoral Care lesson that aims to develop important life skills and fosters our positive school TEAM Core Values and student wellbeing.

Extra curricula activities

In 2014, students at Chinchilla State High School were able to undertake a large range of extra curricula activities. These included:

-Instrumental Music – Concert Band, Stage Band and music groups (quartets, duos etc.)
-Choir
-Dance Troupe
-Mathematics/Science Competitions
-Inter-house sports
-Sports competitions and representative sport trials
-Kokoda TEAM Challenge in Toowoomba
-Personality Quest Ball
-Student Council
-Debating
-Public Speaking Competitions
-Interact Club
-Year level camps
-Hospitality events
-Community events e.g. School and Town ANZAC Ceremonies.

How Information and Communication Technologies are used to assist learning

ICTs are used to assist learning by providing a tool for research, presentation and submission of work. Various classes are utilising 'The Learning Place' to post work and projects. Multimedia subjects, Graphics and Computer Studies utilise ICTs continually to undertake their work. Other subjects use the ICTs to extend students and provide enrichment activities. Students may borrow laptops from the various laptop trolleys positioned in staffrooms around the school or from the Resource Centre for class or individual use. Data projectors are available in most classrooms to enhance the quality of instruction with ICTs. Many students communicate via email with their teachers to submit assessment drafts and gain valuable feedback and scaffolding of tasks. Class sets of i-Pads are available within the school and are a valuable teaching resource, with interactive programs to assist learning for students of all ability levels.

Social Climate

All students are assigned a Form Teacher who meets with the students on a daily basis. Once a week each year level cohort meets together for a year level assembly in place of form class. A Year Coordinator is assigned to each year level to assist in the design of the Pastoral Care Program, manage student behaviour and oversee student well-being. The Form Teacher takes the weekly Pastoral Care lessons which provide students with a breadth of topics that focus on the school's TEAM Core Values, key life skills and personal development.
The school subscribes to the ARROW Program which is facilitated by a company called Peer Power and is linked to the school's camp and Pastoral Care programs.
Students at risk are carefully monitored through a breadth of processes and supportive staff in a new initiative in 2014 - Student Wellbeing TEAM, comprising the School Chaplain, Guidance Officer, School-Based Youth Health Nurse, HOSES and the Principal/Deputy Principals.
Many of the school's social activities are organised by the Student Council. This organisation provides school members from all year levels an opportunity to develop and demonstrate leadership skills as each Form Class Captain being a representative on the Student Council. In 2014, the Personality Quest Ball continued to be one of the social highlights and the biggest fund raising focus for the year.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	100%	96%
this is a good school (S2035)	96%	100%	91%
their child likes being at this school* (S2001)	92%	100%	91%
their child feels safe at this school* (S2002)	92%	95%	96%
their child's learning needs are being met at this school* (S2003)	96%	91%	96%
their child is making good progress at this school* (S2004)	92%	91%	96%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	100%
teachers at this school motivate their child to learn* (S2007)	92%	91%	100%
teachers at this school treat students fairly* (S2008)	96%	91%	87%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	100%
this school works with them to support their child's learning* (S2010)	92%	86%	86%
this school takes parents' opinions seriously* (S2011)	91%	90%	95%
student behaviour is well managed at this school* (S2012)	88%	82%	91%
this school looks for ways to improve* (S2013)	91%	100%	96%
this school is well maintained* (S2014)	100%	95%	91%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	96%	92%
they like being at their school* (S2036)	88%	88%	87%
they feel safe at their school* (S2037)	98%	94%	89%
their teachers motivate them to learn* (S2038)	97%	92%	88%
their teachers expect them to do their best* (S2039)	100%	98%	94%
their teachers provide them with useful feedback about their school work* (S2040)	97%	91%	90%
teachers treat students fairly at their school* (S2041)	87%	78%	71%
they can talk to their teachers about their concerns* (S2042)	84%	85%	73%
their school takes students' opinions seriously* (S2043)	85%	78%	72%
student behaviour is well managed at their school* (S2044)	89%	73%	69%
their school looks for ways to improve* (S2045)	97%	97%	87%
their school is well maintained* (S2046)	97%	95%	90%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	87%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	89%
they feel that their school is a safe place in which to work (S2070)		95%	93%
they receive useful feedback about their work at their school (S2071)		89%	80%
students are encouraged to do their best at their school (S2072)		96%	93%
students are treated fairly at their school (S2073)		95%	96%
student behaviour is well managed at their school (S2074)		91%	93%
staff are well supported at their school (S2075)		89%	78%
their school takes staff opinions seriously (S2076)		89%	87%
their school looks for ways to improve (S2077)		98%	96%
their school is well maintained (S2078)		84%	91%
their school gives them opportunities to do interesting things (S2079)		96%	83%

* 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

Parents are regularly encouraged to be involved with their child's education at all levels. Individual interviews are conducted when students enrol in the school and parents are encouraged to contact the school if there are ever any concerns or questions. Teachers, school leaders and key support staff often make contact with parents to report very positive results and behaviour and also when there are concerns with students at school.

Fortnightly newsletters, assessment planners, permission forms and assignment letters are all sent home to ensure parents receive all relevant information. Parents accompany their children at Parent-Teacher Interviews, SEP meetings, Meet the Teacher events, Subject Area events and assorted Information evenings. In 2014, a number of school tours and specialised transition evenings were introduced to increase the connection between the parents and the school. These were strongly attended and very positive feedback was received.
Parents are always encouraged to be involved in the Parents and Citizens' Association.

Reducing the school's environmental footprint

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

The school captures some of the rainwater in large tanks which is then used on gardens and the school oval. Further investigations around options for catching the water off the Sports-hall roof are continuing. Investigations are underway to increase the level of recycling within the school. This will aim to improve the sorting of recyclable paper and plastics within the school. The quality of operation of the school's aging air-conditioners is constantly under review to improve efficiency.
The school works at minimising its environmental footprint.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	202,745	0
2012-2013	230,452	112,228
2013-2014	231,771	16,076

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

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the '*less than 5*' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	24	0
Full-time equivalents	42	17	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
Total	**44**
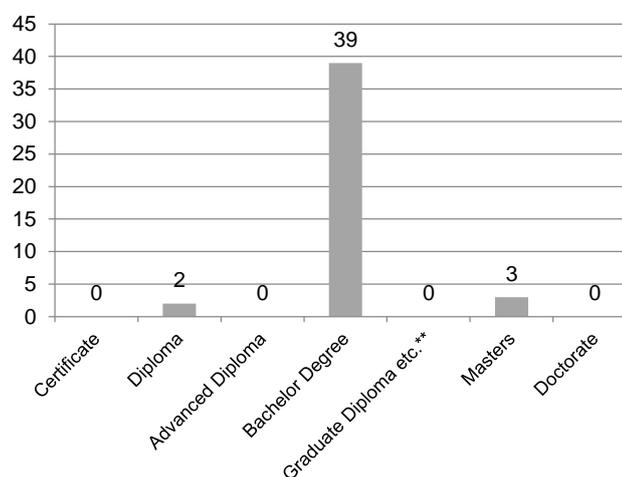
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

In 2014, a lot of high-quality professional development was available for staff to prepare for further embed processes aligned with the Pedagogical Framework and to prepare for the Junior Secondary progressions in the school. The total funds expended on teacher professional development in 2014 were $58 657.84.

The major professional development initiatives are as follows:
- Explicit Instruction
- Essential Skills for Classroom Management
- Junior Secondary
- School Wide Positive Behaviour Support (SWPBS)
- Teacher Collegial Sharing – Observations and Feedback
- QSA Conferences and Workshops
- Principal Cluster Meetings/Conferences
- Individual Curriculum Area PD related Workshops and Conferences e.g. Junior Secondary, QCAA, Hospitality; Music; VET; school visits
- Ancillary Staff network meetings
- Finance training for Principal, BSM and Admin staff

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% 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

[ ] 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 webpage.

Queensland Government

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).	90%	90%	90%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91%	91%	89%	88%	88%
2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92%	89%	87%	90%	90%
2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92%	91%	88%	90%	90%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

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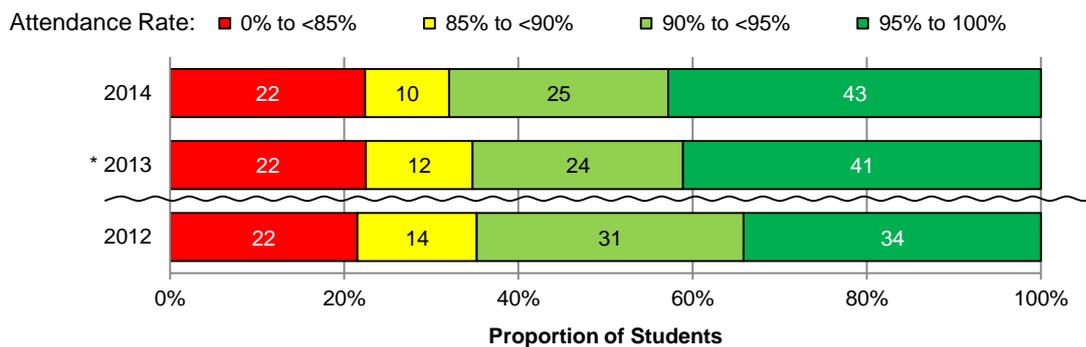
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

A Deputy Principal has the responsibility of monitoring the student absence data. A Teacher Aide collates the rolls which are marked at the beginning of the day and at every lesson on ID Attend. Examples of proactive strategies include:

- Promotion of policy of student attendance to be above 90% (2014) to partake in non-compulsory activities.
- Form teachers, Year Coordinators and Office Staff to monitor the receipt of notes / phone calls for student absences.
- Publication of year level attendance figures on assemblies, school newsletters etc.
- Rewards processes to encourage students meeting attendance targets.

Parents are contacted after a student is absent for 2 days.

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.**

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

The school community is working hard to close the gap between the performance of Indigenous and Non-Indigenous students in the school. The school has an Indigenous Students Coordinator to work with the students to monitor attendance, mentor the students in their application to their studies and liaise with parents and community. In 2014, through the support of the Gold Coast Titans, the 'I-Can' program (that supports and mentors the development of Indigenous students) continued to develop momentum. Indigenous students

have received great benefits through their involvement in the Titans "I-Can" and 'Girls' Academy' Programs and they have accessed the 'High Performance Centre' for study. The Titans also employed an Academy Liaison Officer to work in our school for two days per week to mentor quality learning and engagement. This initiative has proven very beneficial for our indigenous students and our school staff.

There is still significant room for improvement in the Closing the Gap data in all areas of attendance, attainment and retention. However, the gains experienced in 2014 (which featured 6 Indigenous students successfully graduating from Year 12) are demonstrating very positive outcomes from the supportive monitoring of students and the ongoing mentoring processes.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	83%	85%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	65	76	76
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	3
Number of students receiving an Overall Position (OP)	41	39	38
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	8	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	61	74	71
Number of students awarded an Australian Qualification Framework Certificate II or above.	11	18	7
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	53	69	68
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.	83%	69%	79%
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.	97%	97%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	79%	96%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
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2012	7	5	22	6	1
2013	3	9	15	12	0
2014	6	9	15	8	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	53	8	3
2013	73	12	7
2014	70	4	3

As at 19 February 2015. The above values exclude VISA students.

In 2014, the Year 11 students studied a 'Certificate 1 in ICT'. This is implemented to assist in students in developing skills that are valuable in their future studies or in their transition to the workforce. In 2014, Chinchilla State High School had Yr11/12 students enrolled in the following courses:

Cert I in Information, Digital, Media & Technology, Cert I in Furnishing and the Cert I in Engineering, Cert II in Agriculture, Cert II in Animal Studies, Cert III in Early Childhood Studies, Diploma in Nursing, Cert III in Police Studies, Cert III in Ministry, Cert III in Tourism, Cert III in Business, Cert IV in Sports Therapy.

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 school leavers information

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

The students who are early leavers generally transition to a full time apprenticeship or full time employment. The school Administration team conduct extensive discussions and meetings with prospective 'early leavers' and their parents to ensure that there is a quality work option in place.

NEXT STEP 2015
DESTINATIONS OF 2014 YEAR 12s
Chinchilla State High School

Introduction

This page presents a summary of results of the annual *Next Step* survey for Chinchilla State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2014, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2015 at www.education.qld.gov.au/nextstep.

Response rate for Chinchilla State High School

Table 1 below reports the response rate for Chinchilla State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Chinchilla State High School in 2014.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1:   Survey response rate, Chinchilla State High School 2015

Number of respondents	Number of students who completed Year 12	Response rate (%)
72	80	90.0

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2015, 29.2 per cent of young people who completed Year 12 at Chinchilla State High School in 2014 continued in some recognised form of education and training in the year after they left school.

The most common study destination was apprenticeships (8.3 per cent). The combined VET study destinations accounted for 22.2 per cent of respondents, including 6.9 per cent in campus-based VET programs, with 4.2 per cent of Year 12 completers entering programs at Certificate IV level or higher. Bachelor Degree study also accounted for 6.9 per cent of respondents.

15.3 per cent commenced employment-based training, either as an apprentice (8.3 per cent) or trainee (6.9 per cent).

In addition to the above study destinations, a further 22.2 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

70.8 per cent did not enter post-school education or training, and were either employed (45.8 per cent), seeking work (16.7 per cent) or not in the labour force, education or training (8.3 per cent).

Figure 1:   Main destination of Year 12 completers, Chinchilla State High School 2015

VET Categories

- Bachelor Degree (6.9%)
- VET Cert IV+ (4.2%)
- VET Cert I–II/other (2.8%)
- Apprenticeship (8.3%)
- Traineeship (6.9%)
- Full-time employment (18.1%)
- Part-time employment (27.8%)
- Seeking work (16.7%)
- NILFET (8.3%)