

Clifton State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Clifton State High School is a small rural, co-educational secondary school located between Toowoomba and Warwick offering enrolment in years 7 to 12. It services the communities of Leyburn, Felton, Cambooya, Clifton, Nobby, Ryeford, Back Plains, Greenmount, Emu Creek and Pilton.

Junior Secondary is well established at Clifton SHS and we have received recognition for our Leadership and best practise hosting Regional Teacher experience days as part of Year 7 Flying Start Pilot Program. Within Junior Secondary we were also recognised by ACARA for individual gain improvement in both Yr 7 & Yr 9 NAPLAN results. We continue to offer a supportive environment which is focused on learner interests and needs and in which students are encouraged and challenged to excel.

The school offers a wide variety of opportunities for all students. There are a broad range of subject choices and extra curricula activities. We are extremely proud of our successful Agricultural and Horticultural Enterprises, Instrumental Music Group, Hospitality Group, Sporting pursuits, Student Representative Council, and School Based Pathways program.

Students enjoy equine studies in agriculture, learning about equine care, nutrition and horse handling. Students continue to express great interest in horse handling as a sporting elective. These students learn the basics of horse care, handling and riding skills. The Certificate II course in Agriculture Jackaroo / Jillaroo launched in 2014 has seen a continual growth in our Equine Program. Plans to extend the equine facilities have progressed to include a tack shed and learning area. Further extensions are planned for the future.

Our Trade Training Centre continues to support students in vocational learning and developing skills in Manual Arts (metal work and furnishing).

The Empowering Local Schools initiative, which is centred on our Ag & Equine program partnerships is also an exciting project.

Our school is small enough to offer an individualized and caring learning environment, but large enough to provide maximum opportunities for student achievement.

- Continue implementation of National Curriculum in English, Mathematics, Science, History and Geography

- Clifton SHS Pedagogical Framework continued to be implemented, focus on higher order thinking, explicit teaching being embedded.
- Familiarised the staff with the Professional Standards for Teachers and implemented the new DPF
- 100 % Year 12 students exited with an OP, QCE, QCIA and / or Vet certificate
- Improvement in individual gain data in NAPLAN results as reflected in GRG priorities acknowledged as outstanding by ACARA
- 1:1 Laptop / Tablet program continued in Years 10 – 12. Investigations to pursue possible BYOX program for implementation in 2016
- Maintained participation in School Based Apprenticeships and Traineeships in Senior School
- Productive community partnerships further developed and expanded through Agriculture & Equine program. This includes local farrier, VET, parents and the business community.
- Embedded Health and Welbeing in HPE
- 2015 Regional Showcase Finalists Agriculture and Equine innovation
- Continued with professional sharing across schools through assistance with Regional PD
- Focus on numeracy / literacy as part of GRG with implementation of Maths mastery, Mathematics and SRA reading and writing program for Yr 7 & Yr 9
- 2015 area of focus was 'Spotlight on Sport' – introduction of Broncos Cup for netball and Rugby League, very successful Athletics season with students representing at SD, DD and State level, cross-country representatives and swimming representatives at SD Border Districts and DD at State Titles
- Cluster SEP with base school as Clifton State High School new facility in A Block ready for occupation in 2016

Future outlook

- Preparation for next phase of Australian Curriculum
- 2016 area of focus 'Spotlight on Thinking'
- Trialing of QCAA materials for new Senior Secondary and building staff capacity in developing Higher Order Thinking
- Future delivery of ICT through BYOD and use of Apple iPads in specific classes
- Increased community participation and partnerships to deliver agriculture and equine studies
- Managing building fund for agriculture and equine facility

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	273	130	143	15	94%
2014	256	132	124	19	91%
2015	243	125	118	21	91%

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

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

Characteristics of the student body:

School type: Secondary Yr 7 – 12

- Small senior classes for most subjects eg: Ag Rural Practices, Furnishing, Home Ec / Hospitality. Some classes are combined Yr 11/12
- Single year classes for Yr 8 -10
- Blend of rural families and increasing numbers of lifestyle small block families
- Post school destinations include: USQ, UQ, QUT, Warwick and Toowoomba TAFE, local employment, trades industry etc.
- Increasingly families choosing to relocate to the area in order to provide a rural education for their children
- Indigenous school population approx. 9%
- Currently we have 3 ESL students
- School ICSEA value: 959
- Modes of transport include: bus / walking and some via private transport.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	20	18	17
Year 11 – Year 12	13	12	13

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	94	87	69
Long Suspensions - 6 to 20 days	3	1	1
Exclusions	2	1	3
Cancellations of Enrolment	2	0	1

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

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- The school is organized into a Junior Secondary – Yr 7, 8, 9 and Senior School comprising Yr 10, 11 and 12
- Our Junior Secondary area offers all KLA's to each year level. A core structure for English, Mathematics, Health & Physical Education, History, Geography and Science exists and utilizes approximately 52% of the total time – this structure also allows the flexible development of literacy and numeracy.
- Our Senior School offers a range of subjects (currently 13 Authority subjects, 6 Authority registered subjects, 6 Certificate courses and Distance Education. Flexible Senior Pathways incorporate SAS / VET offerings and school- based traineeships.
- Agricultural Science including horticulture, equine, cattle and poultry studies, vocational qualifications in Rural Operations. Cert II Jackaroo / Jillaroo
- The Arts – creative and visual art, music.

Extra curricula activities

- Equine Endurance Team
- English, Science & Business competitions
- Numerous sporting activities eg: Equestrian, athletics as well as the usual school-based offerings
- An active Chaplaincy program including biannual Chaplaincy fundraising dinner
- Hospitality group – students prepare and serve food for various school and community functions
- ANZAC project – Keen researchers meet regularly with Senior Schooling HOD
- Creative Generations – participation in singing and Art

How Information and Communication Technologies are used to improve learning

- To provide access to subjects not offered in the Senior School through the Virtual Schooling and Distance Education approach for French. Students have access to computers and supporting equipment to electronically participate in lessons.
- Computer rooms where students have access to banks of computers, software and the internet in order to enhance learning or participate in computer- based subjects.
- 1:1 Laptops were introduced to Yr 11/12 students in 2012 allowing for anytime learning. Year 10 students were given access to 1:1 tablets in 2013. School is progressing towards BYOX model of delivery in 2016.
- Desk top computer stations within classrooms which allow students to work in small groups to enhance learning through technology. Mobile class sets of laptops are also available for classroom use.
- Interactive whiteboards in two classrooms to allow whole group participation with various software titles to enhance numeracy and thinking skills.
- Interactive projectors and cameras also support digital classroom learning.
- IPADs in SWD and specific classes in Junior Secondary.

Social Climate

The school has and continues to develop the delivery of service through the Mind Matters Framework. The school structure utilises Mind Matters division of service delivery to achieve a relationships approach. This delivery focuses upon: Curriculum, Teaching & Learning, Ethos & Environment, Partnerships & Services.

As a result, the social climate is very supportive and complemented by a positive CARE program which also aligns with a strong leadership program which gradually builds to the goal of a strong Year 12 Leadership Team. The school also utilizes a Year Group meeting structure to complement the CARE program in that specific cohort issues can be raised, discussed and enhanced where needed.

The SRC (Student Representative Council) is the strong leadership voice of the students with the Yr 12 SRC executive leading the portfolios of Academic, Sporting, Cultural and Agricultural. The SRC is responsible for organizing whole school participation in events such as school socials and charity fundraisers including Shave for a Cure and Light the Night.

Continued attention will be directed towards a positive school climate in 2016 in support of our Junior Secondary Program and through the Well-Being Framework.

Whole school programs such as Enlighten Education were expanded to include a wider range of students to continue into the future along with further initiatives for Care Groups.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	93%	94%
this is a good school (S2035)	97%	87%	88%
their child likes being at this school (S2001)	91%	90%	91%
their child feels safe at this school (S2002)	89%	93%	88%
their child's learning needs are being met at this school (S2003)	94%	93%	94%
their child is making good progress at this school (S2004)	91%	97%	94%
teachers at this school expect their child to do his or her best (S2005)	97%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	93%	97%
teachers at this school motivate their child to learn (S2007)	91%	93%	97%
teachers at this school treat students fairly (S2008)	91%	87%	82%
they can talk to their child's teachers about their concerns (S2009)	94%	93%	97%
this school works with them to support their child's learning (S2010)	94%	93%	94%
this school takes parents' opinions seriously (S2011)	91%	89%	78%
student behaviour is well managed at this school (S2012)	84%	83%	82%
this school looks for ways to improve (S2013)	94%	93%	88%
this school is well maintained (S2014)	97%	97%	94%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	94%	92%
they like being at their school (S2036)	86%	89%	80%
they feel safe at their school (S2037)	94%	89%	91%
their teachers motivate them to learn (S2038)	95%	87%	90%
their teachers expect them to do their best (S2039)	100%	96%	95%
their teachers provide them with useful feedback about their school work (S2040)	94%	91%	97%
teachers treat students fairly at their school (S2041)	86%	84%	81%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	82%	83%	77%
their school takes students' opinions seriously (S2043)	83%	84%	70%
student behaviour is well managed at their school (S2044)	76%	81%	72%
their school looks for ways to improve (S2045)	96%	90%	89%
their school is well maintained (S2046)	95%	90%	87%
their school gives them opportunities to do interesting things (S2047)	91%	88%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	98%
they receive useful feedback about their work at their school (S2071)	98%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	88%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	96%
student behaviour is well managed at their school (S2074)	89%	86%	87%
staff are well supported at their school (S2075)	100%	97%	98%
their school takes staff opinions seriously (S2076)	100%	100%	93%
their school looks for ways to improve (S2077)	100%	97%	98%
their school is well maintained (S2078)	98%	97%	91%
their school gives them opportunities to do interesting things (S2079)	98%	94%	95%

'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

Clifton High welcomes parents and communication via school newsletters which informs them of what is happening in our school. Appointments to talk to individual staff members are also welcome. A fortnightly newsletter parents and community alike are informed about the activities our school is in involved in. P&C meetings also provide avenues for reports from key people and key groups within the school each month.

Regular updates and informative articles in the local newspaper also keep parents informed of current activities. As well, there is a continued update of our website.

Parents attend reporting afternoons, community events and parades such as ANZAC Day, BBQ's and our Yr 7 Open Day. Also, teachers and parents are in regular contact via telephone, letter, positive postcards and personal contact. This is a significant aspect of our school where we pride ourselves on being small enough to care but large enough for multiple opportunities in all areas of school life – academic, sporting, cultural and agricultural.

Reducing the school's environmental footprint

Curriculum changes including C2C have presented some challenges with regards to reducing photocopying costs. The school is working towards reducing photocopying and electricity costs. Additional airconditioners were purchased and installed by P&C and have also led to increased consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	149,465	2,828

2013-2014	136,594	1,529
2014-2015	152,018	

*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.

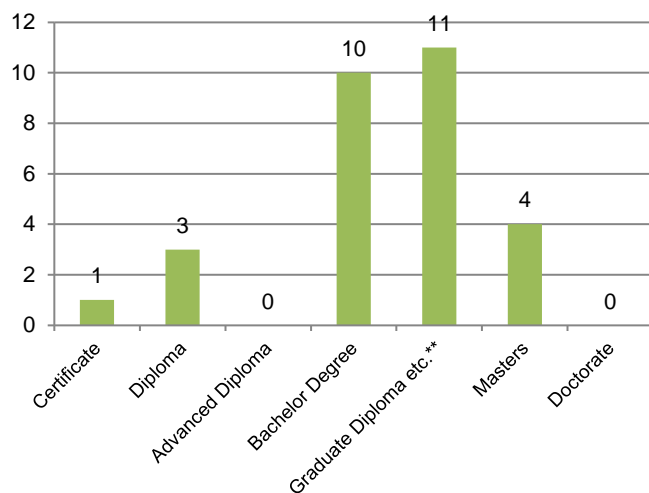
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	19	0
Full-time equivalents	26	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	3
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	11
Masters	4
Doctorate	0
Total	29



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$25 972.62

The major professional development initiatives are as follows:

Unit Planning, Curriculum Data, QCAA, Panel Training

Building Teacher Capacity – VET Conf, Mind & It's Potential, Positive Schools Conf.

First Aid, Whole Staff PD - Behaveability, TAFE / Uni Course (Graphics / CAD, Cert IV TAE)

Language, Literacy & Numeracy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
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Student attendance rate for each year level (shown as a percentage)

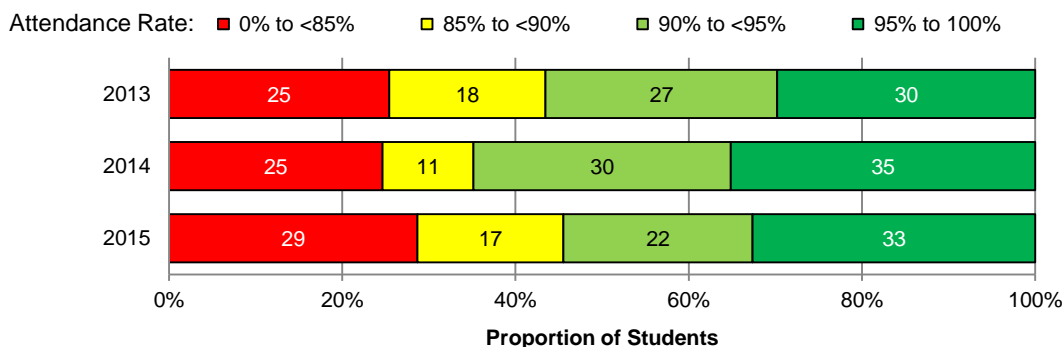
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								90%	90%	89%	88%	83%	88%
2014								94%	91%	89%	90%	90%	81%
2015								94%	92%	90%	88%	82%	87%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

- Letters are sent to parents of students in the compulsory schooling or compulsory participation phase if extended non attendance from school.
- Phone calls, SMS messages
- Appointments are made with school support team where required
- Encouraging staff to communicate with parents

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

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

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

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	80%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	50%	150%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	32	43	34
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	1
Number of students receiving an Overall Position (OP)	15	14	11
Percentage of Indigenous students receiving an Overall Position (OP)	0%	50%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	11	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	32	43	33
Number of students awarded an Australian Qualification Framework Certificate II or above.	23	25	17
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	30	40	33
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	80%	71%	73%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 16 February 2016. 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
2013	2	3	7	2	1
2014	1	2	7	4	0
2015	1	4	3	3	0

As at 16 February 2016. 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
2013	31	16	11
2014	41	12	19
2015	31	13	6

As at 16 February 2016. The above values exclude VISA students.

Certificate I in Furnishing
 Certificate II in Workplace Practices
 Certificate II in Business
 Certificate III in Rural Operations
 Certificate I in Information, Digital Media and Technology
 Certificate II Agriculture
 Certificate II in Music

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.

Most students who choose to leave school early are doing so to take up work and or further education in the TAFE sector. The remainder transferred to other schools.