



Clifton State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Clifton State High School is a small, rural, secondary school located in the town of Clifton. The school enjoys a reputation for excellence and has won a number of national awards for its outstanding school-based apprenticeship/traineeship program. Being small, it prides itself on its family atmosphere, as well as its small class sizes and individualised teaching approach. We are endeavouring to establish a culture of respect for all and value the belief that everyone is in control of their own behaviour and must accept responsibility for the outcomes, whether positive or negative. We are small enough to care, but large enough to provide great opportunities! Clifton State High School is growing as a result of the new housing developments and the availability of life-style blocks. This is beginning to change the make-up of the school with an increasing number of enrolments of students who do not have a rural background and with some new students from other cultures bringing new ideas and outlooks.

Principal's Foreword

Introduction

Clifton State High School prides itself on its family atmosphere, as well as its small class sizes and individualised teaching approach. We continually endeavour to maintain a culture of respect for all, and value the belief that everyone is in control of their own behaviour and must accept responsibility for the outcomes, whether positive or negative.

We are small enough to care, but large enough to provide great opportunities.

School Progress towards its goals in 2017

Within Junior Secondary we continue our 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.

- Continue National Curriculum in English, Mathematics, Science, History and Geography
- Clifton SHS Pedagogical Framework – New Art of Science of Teaching continued to be implemented, focusing on higher order thinking, explicit teaching being embedded.

- Working with the Professional Standards for Teachers and implemented the new DPF. Continue in 2018 with Coaching Teams.
- 100 % Year 12 students exited with an OP, QCE, QCIA and / or Vet certificate
- Improvement in individual gain data in NAPLAN results
- BYOD fully implemented for all year levels
- Maintained participation in School Based Apprenticeships and Traineeships in Senior School
- Productive community partnerships continued through Agriculture & Equine program. This includes local farrier, VET, parents and the business community.
- Partnerships with USQ vocational pathways and UQ for Young Achievers Program
- Embedded Health and Well-being in HPE continued
- Continued with professional sharing across schools through assistance with Regional PD
- Focus on numeracy / literacy as part of IFS with implementation of Maths mastery, Mathematics and TTR reading and writing program for all.
- Cluster SEP with base school as Clifton State High School
- Impact Programs in Coding & Thinking
- Continued delivery of ICT through BYOD and use of Apple iPads in classes
- Continued trialling QCAA materials for new Senior Secondary and building staff capacity in developing Higher Order Thinking
- Approved for Ag / Equine undercover arena

Future Outlook

- QCAA trial pilot teams and endorse before use QCAA trial exams
- Increased community participation and partnerships to deliver agriculture and equine studies
- Equine and Cattle show arena
- Build ICT capacity
- Marzano Pedagogical Framework – New Art & Science of Teaching
- Concentrate on writing / reading with Tactical Teaching

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	243	125	118	21	91%
2016	236	125	111	19	94%
2017	239	129	110	19	93%

Characteristics of the Student Body

Overview

- Small senior classes for most subjects eg: Ag Rural Practices, Furnishing, Home Ec / Hospitality.
- Some classes are combined in Yr11/12 to allow for wide offerings in Senior Cohort
- Single year classes for Yr8 -10
- Blend of rural families and increasing numbers of lifestyle small block families
- Post school destinations include: USQ, UQ, QUT, Toowoomba TAFE, local employment, trades industry etc.
- Indigenous school population approx. 8%
- School ICSEA value: 970
- Modes of transport include: bus / walking and some via private transport.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	17	15	16
Year 11 – Year 12	13	14	13

Curriculum Delivery

Our Approach to Curriculum Delivery

- The school is organized into a Junior Secondary – Yr7,8 ,9 and Senior School comprising Yr10, 11 and 12
- Our Junior Secondary area offers all Australian Curriculum LA's to each year level. A core structure for English, Mathematics, Health & Physical Education, History, Geography and Science exists and utilizes approximately 90% of the total time – this structure also allows the flexible development of literacy and numeracy.



- Our Senior School offers a range of subjects (currently 12 Authority subjects, 5 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 III), Cert II Equine
- The Arts – creative and visual art, music.

Co-curricular Activities

- English, Science & Business competitions
- Numerous sporting activities eg: Equestrian, athletics, Broncos Cup as well as the usual school based offerings
- Cattle Handling was reintroduced in Term 4 2017, in preparation for 2018 cattle showing.
- 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 met regularly with Senior Schooling HOD over the past two years and finalised this project in 2017.
- Creative Generations – participation in choir and Visual Art

How Information and Communication Technologies are used to Assist Learning

- To provide access to subjects not offered in the Senior School through the Virtual Schooling and Distance Education approach for French and Maths C. 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.
- School expanded on BYOD model of delivery for whole school 2017
- 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 increased number of IPAD's available as class sets in 2017.

Social Climate

Overview

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 Pastoral 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 Pastoral 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 2017 in support of our Junior Secondary Program and through the Well-Being Framework.

Whole school programs such as Enlighten Education and Love Bites Program 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	89%	93%
this is a good school (S2035)	88%	92%	98%
their child likes being at this school* (S2001)	91%	89%	90%
their child feels safe at this school* (S2002)	88%	92%	98%
their child's learning needs are being met at this school* (S2003)	94%	86%	93%
their child is making good progress at this school* (S2004)	94%	94%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	86%	100%
teachers at this school motivate their child to learn* (S2007)	97%	86%	100%
teachers at this school treat students fairly* (S2008)	82%	72%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	100%
this school works with them to support their child's learning* (S2010)	94%	97%	95%
this school takes parents' opinions seriously* (S2011)	78%	84%	97%
student behaviour is well managed at this school* (S2012)	82%	76%	92%
this school looks for ways to improve* (S2013)	88%	82%	100%
this school is well maintained* (S2014)	94%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	92%	92%
they like being at their school* (S2036)	80%	84%	88%
they feel safe at their school* (S2037)	91%	96%	92%
their teachers motivate them to learn* (S2038)	90%	95%	85%
their teachers expect them to do their best* (S2039)	95%	97%	90%
their teachers provide them with useful feedback about their school work* (S2040)	97%	87%	85%
teachers treat students fairly at their school* (S2041)	81%	72%	76%
they can talk to their teachers about their concerns* (S2042)	77%	76%	76%
their school takes students' opinions seriously* (S2043)	70%	72%	80%
student behaviour is well managed at their school* (S2044)	72%	60%	71%
their school looks for ways to improve* (S2045)	89%	83%	83%
their school is well maintained* (S2046)	87%	84%	90%
their school gives them opportunities to do interesting things* (S2047)	88%	86%	82%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	98%	97%
they feel that their school is a safe place in which to work (S2070)	98%	100%	97%
they receive useful feedback about their work at their school (S2071)	100%	91%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	88%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	93%	97%
student behaviour is well managed at their school (S2074)	87%	81%	77%
staff are well supported at their school (S2075)	98%	91%	95%
their school takes staff opinions seriously (S2076)	93%	91%	94%
their school looks for ways to improve (S2077)	98%	100%	97%
their school is well maintained (S2078)	91%	91%	87%
their school gives them opportunities to do interesting things (S2079)	95%	95%	97%

* 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

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. In our newsletter parents and community alike are informed about the activities our school is 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships through Pastoral Care and Anti Bullying Programs.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	69	51	43
Long Suspensions – 11 to 20 days	1	1	0
Exclusions	3	2	0
Cancellations of Enrolment	1	1	0

Environmental Footprint

Reducing the school's environmental footprint

The school is continuing to work towards reducing photocopying and electricity costs. Publishing of our school newsletter on the website was fully implemented in 2017 as well as emailing report cards to parents. This will continue in 2018.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	152,018	
2015-2016	32,481	
2016-2017		

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	18	0
Full-time Equivalents	27	14	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	11
Bachelor degree	11
Diploma	3
Certificate	1

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$24989.69

The major professional development initiatives are as follows:

- Growth Coaching
- VET Conference
- Marzano – The New Art & Science of Teaching
- Tactical Teaching of Writing
- Unit Planning
- Panel Training
- First Aid
- OneSchool Training
- SATE Implementation
- Lawsense
- WH&S
- STEM
- Curriculum Leaders

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	84%	86%

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

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

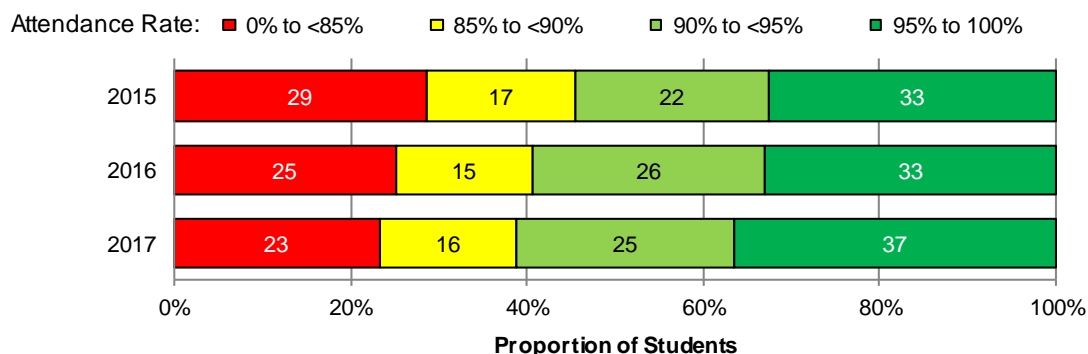
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								94%	92%	90%	88%	82%	87%
2016								90%	92%	91%	89%	85%	86%
2017								94%	91%	91%	87%	90%	87%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

- ID Attend implemented in 2017
- Phone calls, SMS messages
- Recording conversations / phone calls in contacts in OneSchool
- Encouraging staff to communicate with parents
- Letters are sent to parents of students in the compulsory schooling or compulsory participation phase if extended non-attendance from school.
- Constant monitoring and following up
- Appointments are made with school support team where required
- Refer to HOD, Deputy, Principal

NAPLAN

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

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

Find a school

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

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

School 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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	34	37	43
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	2
Number of students receiving an Overall Position (OP)	11	14	20
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	9	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	33	37	42
Number of students awarded an Australian Qualification Framework Certificate II or above.	18	35	42
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	33	37	41
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	75%
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.	73%	86%	45%
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%	93%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	1	4	3	3	0
2016	2	8	2	2	0
2017	1	3	5	8	3

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	31	13	7
2016	32	34	11
2017	40	41	13

As at 14th February 2018. The above values exclude VISA students.

Certificate II in Skills for Work & Vocational Pathways
 Certificate II in Business
 Certificate III in Rural Operations
 Certificate I in Information, Digital Media and Technology
 Certificate II in Equine Studies
 Certificate II in Engineering Pathways

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	83%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	150%	80%	67%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.cliftonshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Please paste in or edit the link to the folder where your Next Step summary report will be found by your school community.

Early leavers information

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

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

Conclusion