Clifton State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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From the Principal

School overview

Clifton State High School is an outstanding school with an excellent reputation for achieving in every field, including its outstanding school based apprenticeship / traineeship program. The school has served the community since 1964 and is proud to produce high quality students with integrity and respect for the values we hold as important. Clifton State High School achieves successful outcomes because of the diversity of subjects on offer and the high standards we set for ourselves, the students and our school community.

We believe the four keys to being a successful student and citizen lie in being; Safe, Respectful, Responsible and Accountable within the realm of Being a Productive Learner.

Tradition is important and our school places the sacrifices and service of our community in high regard. This is depicted through the World War 1 Commemorative Murals which have been created, by both staff and students, and are displayed in the school hall.

Our school's achievements are multi-facetted and range from accomplishments in Information Technology and Drone Technology along with our agricultural precinct endeavours, and the high number of academic entrances to university. The diverse opportunities for students are real, supporting a wide variety of pathways for students to persue. Clifton State High School has a real community focus, providing students with skills which they will be able to use in ensuring the future development of our community.

As Principal, I am proud to be associated with Clifton State High School and know the staff are committed to being the best team to prepare and support our students, ensuring success and securing their futures.

Principal's Foreword

Clifton State High School prides itself in preparing young adults for productive futures in our community and country. In developing students' confidence, independence and self-directed learning, we can be comforted in the fact that our future generations have been well prepared to make a contribution regardless of their chosen vocations.

School progress towards its goals in 2018

- Continuation of individual gain improvement in both Yr7 & Yr9 NAPLAN results.
- Implementation of the Marzano pedagogical Framework – The New Art and Science of Teaching
- Working with the Professional Standards for Teachers and continuing with Coaching Teams in 2018
- 100% Year 12 students exited with an OP, QCE, QCIA and / or VET Certificate
- BYOD fully implemented
- Continuation of students participating in School Based Apprenticeships and Traineeships in Senior School
- Productive community partnerships continued through Agriculture and Equine program. Including VET, parents and the business community.
- Partnerships with USQ vocational pathways, UQ for Young Achievers Program, CSIRO STEM, DDSW Regional Project Officers for STEM, QATSIF, Deadly Trackers and Deadly Pathways programs.
- Continuation of Health and Well-being program in HPE with upgraded whole school program to be implemented in 2019
- Continuation of professional sharing across schools through assistance with Regional PD
- TTR reading and writing program fully implemented
- Cluster SEP – HOSES based at Clifton SHS
- Impact Programs continued in Coding and Thinking
- ICT delivery through BYOD and Ipads in classes
- Ag / Equine undercover arena due for completion 2019

Future outlook

- Continued to promote community participation and partnerships to deliver agriculture and equine studies
- Ag_Equine Arena – promote facility to community and surrounds
- Building ICT capacity
- Full implementation of Marzano Pedagogical Framework – New Art and Science of Teaching
- Focus on Tactical Teaching – reading and writing
- Embed and review new (SATE) Secondary Assessment Tertiary Entrance system

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	236	239	251
Girls	125	129	133
Boys	111	110	118
Indigenous	19	19	26
Enrolment continuity (Feb. – Nov.)	94%	93%	91%

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

Small senior classes for most subjects eg: AG Rural Operations, Furnishing, Home Ec / Hospitality

Combination of Yr 11/12 students to allow for wide offerings in Senior Cohort

Single year classes for Yr 7-10

Blend of rural families and lifestyle small block families

Post school destinations include: USQ, UQ, QUT, Toowoomba TAFE, local employment, trades industry etc.

Indigenous school population approx. 10%

School ICSEA value: 954

Average class sizes

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	15	16	17
Year 11 – Year 12	14	13	13

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

- 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.
Pedagogical Framework – moved to Marzano Framework – Art & Science of Teaching

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: student numbers increased for the 2018 cattle showing
- An active Chaplaincy program
- Hospitality group – students prepare and serve food for various school and community functions
- ANZAC project – final completion of the project this year
- 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.
- BYOD model of delivery for whole school
- 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 available throughout all year levels

Social climate

Overview

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

Continued attention was directed towards a positive school climate in 2018 in support of our Junior Secondary Program and through the Well-Being Framework.

Whole school programs such as Enlighten Education and Love Bites Program continued.

Introduction of a dedicated Pastoral Care Program is currently being discussed with implementation for 2019.

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)	89%	93%	97%
• this is a good school (S2035)	92%	98%	97%
• their child likes being at this school* (S2001)	89%	90%	94%
• their child feels safe at this school* (S2002)	92%	98%	97%
• their child's learning needs are being met at this school* (S2003)	86%	93%	94%
• their child is making good progress at this school* (S2004)	94%	95%	97%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	94%
• teachers at this school motivate their child to learn* (S2007)	86%	100%	94%
• teachers at this school treat students fairly* (S2008)	72%	100%	91%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	97%
• this school works with them to support their child's learning* (S2010)	97%	95%	94%
• this school takes parents' opinions seriously* (S2011)	84%	97%	93%
• student behaviour is well managed at this school* (S2012)	76%	92%	77%
• this school looks for ways to improve* (S2013)	82%	100%	97%
• this school is well maintained* (S2014)	100%	100%	94%

* 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)	92%	92%	90%
• they like being at their school* (S2036)	84%	88%	75%
• they feel safe at their school* (S2037)	96%	92%	83%
• their teachers motivate them to learn* (S2038)	95%	85%	83%
• their teachers expect them to do their best* (S2039)	97%	90%	90%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	87%	85%	86%
• teachers treat students fairly at their school* (S2041)	72%	76%	70%
• they can talk to their teachers about their concerns* (S2042)	76%	76%	62%
• their school takes students' opinions seriously* (S2043)	72%	80%	67%
• student behaviour is well managed at their school* (S2044)	60%	71%	60%
• their school looks for ways to improve* (S2045)	83%	83%	87%
• their school is well maintained* (S2046)	84%	90%	84%
• their school gives them opportunities to do interesting things* (S2047)	86%	82%	81%

* 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)	98%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
• they receive useful feedback about their work at their school (S2071)	91%	95%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	86%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	94%
• students are treated fairly at their school (S2073)	93%	97%	95%
• student behaviour is well managed at their school (S2074)	81%	77%	74%
• staff are well supported at their school (S2075)	91%	95%	82%
• their school takes staff opinions seriously (S2076)	91%	94%	84%
• their school looks for ways to improve (S2077)	100%	97%	92%
• their school is well maintained (S2078)	91%	87%	84%
• their school gives them opportunities to do interesting things (S2079)	95%	97%	92%

* 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 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.
STEAM Day held with the inclusion of our cluster schools.

Respectful relationships education 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.

STYMIE program introduction for 2019

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	51	43	63
Long suspensions – 11 to 20 days	1	0	0
Exclusions	2	0	0
Cancellations of enrolment	1	0	1

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

Continual reduction of photocopying and electricity costs.
Publishing of our school newsletter on the website
Emailing report cards to parents and use of QParents

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	32,481		140,619
Water (kL)			

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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	31	24	0
Full-time equivalents	29	16	0

*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	
Masters	2
Graduate Diploma etc.*	13
Bachelor degree	11
Diploma	2
Certificate	1

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $25 900

The major professional development initiatives are as follows:

- Marzano
- Profile Training
- Aspiring Thinkers
- VET / VELG Conference
- TAE
- Beginning Teachers
- Panel Training
- First Aid
- NASOT
- Unit Planning

The proportion of the teaching staff involved in professional development activities during 2018 = 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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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 Secondary schools was 89%.

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	89%	90%	88%
Attendance rate for Indigenous** students at this school	84%	86%	85%

* 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.

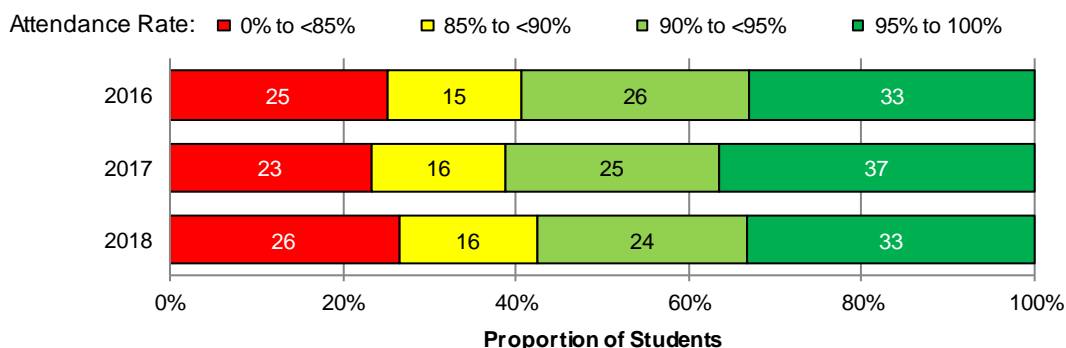Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	90%	94%	89%
Year 8	92%	91%	91%
Year 9	91%	91%	89%
Year 10	89%	87%	87%
Year 11	85%	90%	83%
Year 12	86%	87%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	25	15	26	33
2017	23	16	25	37
2018	26	16	24	33

Proportion of Students

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.
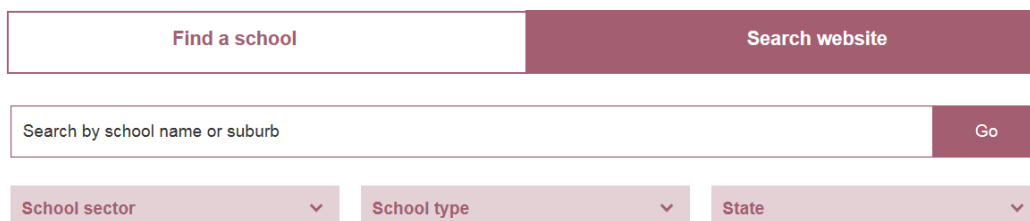
- ID Attend
- Phone calls, SMS messages
- Recording conversations / phone calls in contacts in OneSchool
- Encouraging staff to communicate with parents
- Letters are sent to parents of students in the compulsory schooling or compulsory participation phase if extended non-attendance from school.
- Constant 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 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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	37	43	42
Number of students awarded a QCIA	0	2	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	37	41	40
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	75%	100%
Number of students who received an OP	14	20	24
Percentage of Indigenous students who received an OP	0%	25%	100%

Description	2016	2017	2018
Number of students awarded one or more VET qualifications (including SAT)	37	42	39
Number of students awarded a VET Certificate II or above	35	42	36
Number of students who were completing/continuing a SAT	9	6	5
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	86%	45%	54%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	93%	89%

Notes:

- The values above:
  − are as at 11 February 2019
  − exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	1	5
6-10	8	3	4
11-15	2	5	4
16-20	2	8	8
21-25	0	3	3

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	32	40	35
Certificate II	34	41	36
Certificate III or above	11	13	5

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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
Certificate II Hospitality

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	82%	108%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	80%	67%	100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.cliftonshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx