Principal’s foreword

Introduction

Toogoolawah State High School was founded in 1988 and provides secondary level education services to the towns and districts of the Upper Brisbane River Valley.

This area is substantially encompassed by the Somerset Regional Council with some students residing in the adjacent fringes of the Toowoomba and Lockyer Regional Councils.
The towns of Esk and Toogoolawah are the major population centres with Harlin, Moore, Linville and Somerset Dam townships also contributing students.

Primary Schools are located in four of these centres with the exception of Somerset Dam and Moore Townships.

Mission Statement
At Toogoolawah State High School we provide opportunities for all students to develop their potential for active and responsible participation in society. In doing this, we value:

- Quality learning by all
- A strong work ethic
- Positive attitudes and relationships
- Individual responsibilities
- Team attitudes
- Partnerships with our students’ families and community
- Good citizenship

School progress towards its goals in 2010

IMPROVING STUDENT SUCCESS
- Implemented access and utilization of improved data availability and support to teachers to inform planning and pedagogy.
- Enhanced level of performance of students in Year 9 NAPLAN Testing in Writing, Spelling, Grammar and Punctuation and Numeracy.
- 87.5% of QTAC applicants received offers (all but one student).
- 86.4% exiting students in Year 12 achieved a QCE, SAT, or VET Qualification.
- Excellent achievement outcomes and completions with VET Pathways and especially School Based Apprenticeships and Traineeships.

CAPACITY AND CAPABILITY OF STAFF
- Specific targeted Literacy in-service for teachers was implemented.
- Teachers in the Middle Phase of Learning were trained in the First Steps in Maths Program.
- Use of First Steps Diagnostic Framework in Years 8 and 9 to support Numeracy improvement.
- Majority of staff achieved Education Queensland’s ICT Certificate of Competency with 2 staff
achieving the higher level of ICT Pedagogical Licence.

- Staff actively worked towards their QCOT requirements for Professional Development.

IMPLEMENTATION OF QCAR

- All school curriculum offerings in 8-10 successfully developed and aligned with QCAR and the Essential Learnings.
- Development of the Year 10 Transition Year as an aligned program to articulate to Senior Phase of Learning.
- Initiated and implemented One School Reporting Procedures for parents in accordance with QCAR.
- Reviewed and refined school assessment practices to comply with QCAR Framework.

Future outlook

At Toogoolawah State High School:

- We aim to continue improving literacy and numeracy outcomes for all students. Increased contact time across the school for English and Mathematics will allow for targeted teaching and identification of individual needs leading to an increase in student engagement. Teacher Aides will continue to work with all Year 8 and 9 English and Mathematics classes.
- Improved student success will be achieved through teachers accessing student performance data, identifying areas for improvement and targeting teaching towards these areas.
- The leadership team will be promoting effective teaching practices and making relevant professional learning opportunities available for teachers in relation to the roll-out of the new Australian Curriculum.
- The Personal Development Program (PDP) will continue to provide dedicated time each week to support student social and emotional learning based on respect for ‘self’, ‘others’ and the ‘environment’.
- The Student Welfare Committee will continue to closely monitor student wellbeing with a focus on celebrating positive interactions.
- Staff capacity and capability will be strengthened with the school wide training of staff in the First Steps Reading program.
- In response to previous NAPLAN data, specific learning programs will be designed (for implementation in 2011) to increase student performance.
- There will be a strong focus on mapping student achievement in relation to the Queensland Certificate of Education.
Coeducational or single sex: Coeducational

Year levels offered: 8-12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>100</td>
<td>108</td>
<td>71%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Year 8 students typically enrol from the local primary feeder schools located at Toogoolawah, Esk, Harlin and Linville. Most students travel to school via bus, although a small percentage of students rely on their own means of transport.

Year levels cohorts have remained between 40 and 55 students. A number of students enrol throughout the year, however, this is offset by students leaving the area before completing their schooling. Indigenous and English as a Second Language (ESL) students make up a small percentage of the student population.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
<th>On or under target</th>
<th>Under Target</th>
<th>On Target</th>
<th>Over Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 – Year 12</td>
<td>7</td>
<td>98.4%</td>
<td>98.4%</td>
<td>0%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>12</td>
<td>99.2%</td>
<td>99.2%</td>
<td>0%</td>
<td>0.8%</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>18</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

SENIOR PHASE OF LEARNING

- A large range of senior authority subjects (OP subjects) are available, considering our small school size. Composite class structures in many senior subjects make this possible.
- School-based Apprenticeships and Traineeships (SATs) are well supported by the community and students continue to see SATs as a viable learning pathway.
- Certificate II courses in Rural Operations and Information Technology are offered at school through a partnership with Southern Queensland Institute of TAFE (SQIT).
- Year 11 students are required to be in attendance at school five days per week, unless completing a recognised SAT, TAFE course or other option that contributes towards their QCE.
- Year 12 students have access to a flexible timetabled day, allowing opportunities for SATs, TAFE and workplace learning opportunities.
- In 2011 we will roll-out the Australian Curriculum in the areas of English, Mathematics and Science for Year 10.
- The subject Multi-Literacy is offered in Year 10 and it continues to support the development of Literacy and Numeracy skills. In order to provide continuity these teachers also teach the same classes for English or Mathematics.
- The Personal Development Program (PDP) in Year 10 allows focused time to deliver topics such as: resilience, conflict resolution, study skills and time management.
- Year 10 is a transition to the Senior Phase of Learning and is focussed on alignment with Senior Curriculum offerings.

MIDDLE PHASE OF LEARNING

- Our school presently provides a curriculum structure for Year 8 and 9 which is based on the syllabuses of the eight Key Learning Areas (KLAs) which are published by the Queensland Studies Authority (QSA).
- In 2011 we will roll-out the Australian Curriculum in the areas of English, Mathematics and Science for Year 8 and 9.
- The subjects Multi-Literacy is offered in Years 8 and 9 and it continues to support the development of Literacy and Numeracy skills. In order to provide continuity these teachers also teach the same classes for English or Mathematics.
- The Personal Development Program allows focused time to deliver topics such as: resilience, conflict resolution, study skills and time management.
- Year 10 is a transition to the Senior Phase of Learning and is focussed on alignment with Senior Curriculum offerings.

Extra curricula activities

- Community partnerships support student learning through participation in a wide range of...
activities. Public Speaking,

- Work Experience, District Show Activities, ANZAC commemorations, Multi-Cultural festivals and Under 8s Week are just some of these.

- We have a number of successful programs in the area of the Arts. Stage Band and Concert Band were both awarded gold medals at Silkstone Eisteddfod last year. School Choir and Instrumental Tuition are well supported as is the school’s Music Tour and Musical Program.

- Senior and Junior Debating teams have experienced success while competing against much larger schools.

- Gifted and talented programs support students within a range of ability areas. The Equestrian Program provides students with opportunities in dressage, jumping and camp drafting. Valley FM, our local radio station, continues to provide students with experiences in the broadcasting industry.

- The Duke of Edinburgh program continues to offer opportunities to achieve individual challenges.

- Agricultural students compete at local shows in Cattle Leading, Led Steer, Heifer, Junior Paraders and Grand Parade competitions.

- A range of sporting opportunities are extended to students. All students have the opportunity to compete in local

- Cluster Days, competing against other schools in the area in a range of sports. Our volleyball team, The Tree Frogs, continue to experience success at notable competitions like the Flaming Chalice. Students and staff are in the process of starting school Netball teams.

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### How Information and Communication Technologies are used to assist learning

- Our school has excellent Information Technology facilities with a computer to student ratio of 1:1.37 and 95% of learning spaces connected to a Learning Area Network with internet access.

- Students have access to Information Technology facilities during lunch breaks.

- All teachers have their own laptop and 68% of general learning classrooms have a data projector and multi-media permanently fixed.

- Students are actively engaged in learning programs that involve Information Technology for research, publication and presentation activities and creative and production purposes.

- Students routinely use the Microsoft suite of programs to underpin learning activities.

- The subject Multi-Literacy continues to be a focused delivery platform for learning technology applications.

- Other subjects embed technology in various ways, such as blogs, data-logging using advanced specialised programs and multi-media applications.

- Assistive technologies are used to support students with disabilities.
Our school at a glance

Social climate

The Personal Development Program addresses a range of topics relevant to adolescence and developing citizenship. Main focus areas include: developing positive relationships, personal attitudes and challenges, career development and leadership. Recognised programs such as the Resourceful Adolescent program (RAP), My Future, Leadership Matters and Be Real are used to help deliver these focus areas.

The Guidance Officer, Youth Support Co-ordinator, School-Based Youth Health Nurse support curriculum initiatives and individual students and families with health and welfare advice and support. The Youth Support Coordinator supports students who are at risk of disengaging from their learning program.

We provide educational programs and services for students with disabilities through Individual Education Plans which are delivered by staff from our Special Education Unit and teachers from mainstream curriculum areas. Students with disabilities are integrated, where possible, within the school’s general curriculum programs.

Parent, student and teacher satisfaction with the school

Parents are satisfied that Toogoolawah State High School is developing their child’s literacy and numeracy skills and they believe that the school is well resourced.

Staff engagement in Professional Development is comparable to the like school benchmarks, particularly in the areas of the physical work environment and support, resources and training.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>46%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>32%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>61%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>45%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>69%</td>
</tr>
</tbody>
</table>
Involving parents in their child's education.

The P & C is a small yet active group of committed volunteers. P & C fundraising has contributed towards many areas of the school, including general curriculum support, student leaders development program and support for students attending state level sporting competitions.

Parents are actively involved in many aspects of school life including Transition and Induction to school programs, Parent/Teacher Interviews, IEP meetings, Curriculum Selection processes, Career Planning and Senior Education and Training Planning (SET Plan). Parents also assist with sporting teams, debating and various other extra-curricular programs where required.

Parents regularly maintain active dialogue with Year Coordinators, Heads of Department and Specialist Support Staff to support the learning and emotional needs of their child/children.

Reducing the school's environmental footprint

School has utilised solar energy though the use of panels installed on several buildings. Flow restrictors on taps continued to be beneficial in reducing water usage. The school uses a paper recycling scheme. Improvements in this area are detailed in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity Kwh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$51,910</td>
<td>$29,038</td>
<td>$19,071</td>
<td>$2,653</td>
<td>$1,148</td>
<td>$0</td>
<td>$0</td>
<td>136,329</td>
<td>383</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$53,469</td>
<td>$31,294</td>
<td>$0</td>
<td>$0</td>
<td>$1,062</td>
<td>$268</td>
<td>$20,845</td>
<td>188,357</td>
<td>478</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 2009 - 2010:
-3% -7% N/A 8% N/A -100% -100% -28% -20% N/A
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>28</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $14,542.
The major professional development initiatives are as follows:

- Literacy Training
- Numeracy training – First Steps in Maths
- NAPLAN and QCATs workshops
- QSA senior subject workshops – Authority and Authority-Registered subjects
- Vocational Education – accreditation, specific training area workshops
- Student Welfare – restorative practices training, boys education
- Beginning Teachers – teaching strategies
- Students with Disabilities – curriculum, adjustments and accreditation
- Technology systems – OneSchool database, ICT certificates
- Leadership Development – all members of the school leadership team were involved
- In-school programs – OneSchool training, Code of Conduct, Student Protection

The involvement of the teaching staff in professional development activities during 2010 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

**Proportion of staff retained from the previous school year.**

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.
Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>89%</td>
<td>87%</td>
<td>88%</td>
<td>86%</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

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

Student rolls are marked twice per day, during Period One and following afternoon tea at the beginning of Period 8. Parents are contacted via letter following 3 days of unexplained absences in one week. Year Coordinators monitor attendance and phone home if patterns become apparent. If required, welfare staff are engaged to investigate absences and promote the importance of regular attendance. Students who continue to show poor attendance are placed on monitoring cards and are not able to participate in extracurricular activities or excursions. The cancellation of enrolment process may be commenced for post compulsory students (seniors or those over 16 years of age) who consistently fail to meet reasonable attendance expectations.
Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool 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

Search by suburb, town or postcode

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

Use your school’s ‘Closing the Gap Report’ (issued to each school in Oct/Nov last year) to make a summary statement about the school’s progress on closing the gap between the performance of Indigenous and Non-Indigenous students in your school. Your response should include reference to attendance, attainment, and retention.

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

Attainment and Achievement – Year 12

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort of 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications.</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
</tr>
</tbody>
</table>
Performance of our students

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>16</td>
<td>3</td>
</tr>
</tbody>
</table>

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information
Please write a brief description / statement about early leavers. Include mention of the school’s approach to managing early leavers, and a general indication of where the early leavers move to (i.e., work study, overseas, interstate, etc)