## Principal's foreword

### Introduction

2011 was a very successful year with a strong focus on strategies to improve the performance of all students. At our School we provide a safe, supportive and academically challenging environment that maximizes the future learning pathways through Junior and Senior Secondary learning into tertiary study, work and enhanced training.

This report highlights a sample of the achievements and results from Toogoolawah SHS in 2011. We are extremely proud of our staff who help our students in so many ways. This report provides an overview of our School’s academic achievement and performance across all year levels.

I welcome the opportunity to speak with you regarding how great Toogoolawah State High School is.

### School progress towards its goals in 2011

The School’s goals for 2011:

- Develop a school-wide Teaching and Learning approach – a common language called ‘The Toogoolawah Way’
- Use data to drive change
- Foster student well-being
- Strengthen community confidence

Key outcomes were:

- NAPLAN - our School was commended by the Premier of QLD for its strong improvement
- 86% of students received an OP, QCE, SAT or VET qualification
- 83% of applicants received an offer to undertake further education
- Strong emphasis on embedding Teaching and Learning approaches that support improved learning outcomes for students
- Primary school and university links enhanced
- Capacity development by the Literacy and Numeracy Coach
- The creation of a Student Services Head of Department to ensure a high level of student well-being

### Future outlook

In 2012, Toogoolawah State High School is set to further embed consistent and common language into its Teaching and Learning practices. Research shows that student outcomes will improve dramatically when students are exposed to expert teaching, high expectations, targeted teaching and quality curriculum. Coupled with this, our focus will be on setting learning goals for all students. The message at our School is that students need to actively engage in their learning and be prepared to continually strive for improvement eg moving up!
At Toogoolawah State High School in 2012:

- 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 implementation of the Australian Curriculum.
- The Personal Development Program (PDP) will continue to closely monitor student well-being with a focus on consistent expectations and celebrating positive interactions.
- Staff capacity and capability will be strengthened with school-wide training of staff on ‘The Toogoolawah Way’
- In response to NAPLAN and Senior Data, specific learning programs will be implemented to increase student performance.
- There will be a strong focus on mapping student achievement in Years 11 and 12 to improve OP and Queensland Certificate of Education (QCE) outcomes for students.
**Our school at a glance**

**School Profile**

Coeducational or single sex: Coeducational  
Year levels offered: Year 8 - Year 12

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>227</td>
<td>113</td>
<td>114</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

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.

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 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4 – Year 10</td>
<td>19.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>19.2</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.6</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>3</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

Senior Secondary

• A large range of OP and Non-OP subjects are offered.
• 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 our partnership with the 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.
• The Personal Development Program (PDP) in Years 10 and 11 allows focused time to deliver topics such as: work experience, career awareness and resilience training.
• Year 10 is a transition to the Senior Phase of Learning and is focussed on alignment with Senior Curriculum offerings.
• In 2012 we will roll-out the Australian Curriculum in the areas of English, Mathematics and Science for Year 10 students.

Junior Secondary

• In 2011 our curriculum structure for Year 8 and 9 was based on the syllabuses of the eight Key Learning Areas (KLAs) published by the Queensland Studies Authority (QSA).
• In 2012 we will roll-out the Australian Curriculum in the areas of English, Mathematics and Science for Years 8 and 9.
• The Personal Development Program (PDP) in Years 8 and 9 allows focused time to deliver topics such as: resilience training, conflict resolution, study skills and time management.

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, Under 8s Week and Readers Cup are just some of these.
• We have a number of successful programs in the area of the Arts: Stage Band, Concert Band, School Choir, Instrumental Tuition and the School's musical.
• Senior and Junior Debating teams have experienced success while competing against much larger schools.
• 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 students 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, continues to experience success at notable competitions like the Flaming Chalice.
• A School Netball team was formed and surrounding schools were challenged.
Our school at a glance

How Information and Communication Technologies are used to assist learning
In 2011 Toogoolawah State High School adopted the Symphony of Teaching and Learning Program to enable and empower whole school transformation of our teaching practice in this digital learning age. Teachers have been equipped with digital tools to enhance explicit teaching practices and reach successful outcomes for our students.

Highlights for 2011:
- Successful One-to-One Laptop Program commenced for all Year 11 and 12 students
- Students and teachers had greater access to IT support staff

Social climate
The Personal Development Program in Years 8-11 addresses a wide range of topics relevant to adolescent development. The main focus areas include: developing positive relationships, career development and leadership development. Recognised programs such as the Resourceful Adolescent Program (RAP), My Future, Leadership Matters and Be Real are used to help deliver these focus areas.

We provide educational programs and services for students with disabilities through Individual Education Plans (IEPs) 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.

The Guidance Officer, Youth Support Co-ordinator, School-Based Youth Health Nurse support curriculum initiatives, 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.

Parent, student and teacher satisfaction with the school
Toogoolawah State High School enjoys enormous community support. Current and past students and parents know this is a great School and are tremendously proud of all achievements. The School enjoys an extremely high level of staff morale which then translates into providing students with quality learning experiences.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>60%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>58%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>65%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</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, student leadership development and support for students attending state level sporting competitions. Parents are actively involved in many aspects of school life including:
- Transition and Induction programs
- Parent/Teacher Interviews
- Individual Education Plan meetings
- Subject selection meetings
- Senior Education and Training Planning (SET Plan) meetings
- Newsletters (fortnightly)
- Welcome BBQs
- Chaplaincy Committee
- Homework Diaries
- Assessment Planners
- Regular articles in the media
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**

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

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>Environmental footprint indicators, 2010-2011</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>141,096</td>
<td>394</td>
</tr>
<tr>
<td>2010</td>
<td>136,329</td>
<td>383</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>
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>30</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>26</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>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>26</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

- Doctorate
- Masters
- Bachelor degree
- Diploma
- Certificate
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $16 057. The major professional development initiatives were as follows:

- The Australian Curriculum
- Collaborative Strategic Reading (CSR)
- Learning Intent and Success Goals
- Student Well-Being
- Symphony of Teaching and Learning
- Vocational Education and Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

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 2011 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%. The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate 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>89%</td>
<td>88%</td>
<td>88%</td>
<td>90%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

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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 of unexplained absences each 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.

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/](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.
Performance of our students

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap
The small number of Indigenous students in the School fluctuates. Attendance, attainment and retention for Indigenous students is less than Non-Indigenous students.

Apparent retention rates Year 10 to Year 12
Year 12 student enrolment as a percentage of the Year 10 student cohort. 76%

Outcomes for our Year 12 cohort of 2011
Number of students receiving a Senior Statement. 35
Number of students awarded a Queensland Certificate Individual Achievement. 0
Number of students receiving an Overall Position (OP). 19
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. 12
Number of students awarded one or more Vocational Educational Training qualifications. 24
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. 24
Number of students awarded a Queensland Certificate of Education at the end of Year 12. 22
Number of students awarded an International Baccalaureate Diploma (IBD). 0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. 58%
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. 86%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. 83%

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>7</td>
<td>4</td>
<td>4</td>
<td>4</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>0</td>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2011 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
Early leavers enter the workforce or attend further vocational education. Limited numbers of students leave before the completion of Year 12.