



Toogoolawah State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Toogoolawah State High School provides co-educational, public, secondary level education services for Years 7 to 12 to the Upper Brisbane River Valley. The vision of our school is: 'Every student at Toogoolawah SHS is working together every day in every classroom to learn and achieve'.

We are determined to provide successful learning opportunities, in a manner that is consistent with recent research on effective adolescent learning.

Our school's three key priorities demonstrate our direction and passion:

- 1) Student Attendance**
- 2) Students Engage with Learning**
- 3) Students receive feedback**

Senior Secondary options are broad for a school of our size and we have the capacity to provide virtual schooling.

Vocational education and school-based apprenticeships are well supported by students and local businesses. A partnership with the University of Queensland (Gatton) enables students to engage in Certificate II Rural Operations.

Our Junior Secondary offerings consist of both national curriculum subjects and key learning area subjects.

Principal's Foreword

Introduction

2016 was a very successful year with a strong focus on strategies to improve the performance of all students. We are extremely proud of our staff who help our students in so many ways.

At our School we provide a safe, supportive and academically challenging environment that maximises the future learning pathways through Junior and Senior Secondary learning into tertiary study, work and enhanced training.

This report highlights a sample of the School's academic and wellbeing achievements 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 2016

The School's goals for 2016:

Priority 1: Attend School - I (student) will attend school more than 90% of the time so that I have an advantage.

Priority 2: Classroom Learning - I (student) will engage in classroom activities that are sequenced and linked to my learning goals.

Priority 3: Getting Feedback - I (student) will work hard to achieve my goals by getting regular, direct and specific feedback to improve.

Key Outcomes were:

- 100% of students were awarded a QCE, QCIA, VET or SAT qualification
- 100% of applicants received an offer to undertake further education
- 87% of OP eligible students in 2016 obtained an OP between 1 and 15
- 87.3% of students achieved a 'C' standard or better in English, Mathematics and Science across Years 7-10
- NAPLAN results for students at the National Minimum Standard (NMS) in Years 7 and 9 were statistically similar to the Nation in ALL areas - reading, writing, spelling, grammar and numeracy
- Teaching and Learning approaches were embedded to support improved learning outcomes for students
- Primary school and university links continued to be highly valued and a strong priority

Future Outlook

Our Improvement Agenda between 2016 and 2019 is driven by the following 3 key priorities:

1. **Attendance** - students will attend school more than 90% of the time so that they have an advantage
2. **Classroom Learning** - students will engage in classroom activities that are sequenced and linked to their learning goals
3. **Seeking Feedback** - students will work hard to achieve their goals by getting regular, direct and specific feedback to improve

Targets for 2017 are:

- Student attendance - greater than 90%
- English, Maths and Science - all students achieve a 'C' or higher
- *Commitment to Achievement Policy* – continues to support all students to be successful learners
- Year 12 students - 100% of Year 12 students to receive a QCE/QCIA
- Embed a positive student and staff culture - Positive Behaviour for Learning (PBL)

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2016: Year 7 - Year 12
Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------|-------|-------|------|------------|----------------------------------|
| 2014 | 204 | 101 | 103 | 11 | 87% |
| 2015* | 254 | 132 | 122 | 13 | 91% |
| 2016 | 273 | 141 | 132 | 9 | 89% |

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

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

Characteristics of the Student Body

Overview

Students transition to Toogoolawah State High School from the townships of Esk, Toogoolawah, Harlin, Moore, Linville and Somerset Dam. Year level cohorts have remained between 40 and 60 students. Indigenous and English as an Additional Language or Dialect (EAL/D) students make-up a small percentage of the student population.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Year 8 – Year 10 | 17 | 17 | 19 |
| Year 11 – Year 12 | 13 | 15 | 14 |

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Senior Secondary – Years 10-12

- 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 in Rural Operations is offered at School through our partnership with the University of Queensland (Gatton Campus)
- The Personal Development Program (PDP) allows focused time to deliver topics such as: work experience, career awareness, mental health, resilience and anti-domestic violence training
- Year 10 is the year students transition to their Senior Phase of Learning and focusses on unpacking Senior Curriculum offerings
- In 2016 we delivered the Australian Curriculum in most curriculum areas

Junior Secondary – Years 7-9

- A large range of elective subjects are offered
- In 2016 we delivered the Australian Curriculum in most curriculum areas
- The Personal Development Program (PDP) allows focused time to deliver topics such as: resilience training, mental health and wellbeing, conflict resolution, study skills and digital awareness

Co-curricular Activities

- Community partnerships support student learning through participation in a wide range of activities: public speaking, work experience, district show activities, ANZAC commemorations, Teddy Bears Picnic, Under 8s Day and Readers Cup are just some of these
- We have a number of successful programs in the area of the Arts: Concert Band, School Choir, Instrumental Tuition and the School's Musical
- 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, continue to experience success at notable competitions like the Flaming Chalice and the Queensland School's Cup. Touch Football students compete in the Queensland All Schools Touch Football competition

How Information and Communication Technologies are used to Assist Learning

At Toogoolawah State High School, our students are engaging with 21st century learning practices and our teachers are operating digitally within current teaching processes. It is our vision to ensure that students have the skills to be lifelong learners in a digital world. In **Junior Secondary**, students access devices provided by the School. In **Senior Secondary**, students have access to a BYOx program, a take-home program and a day use at school program.

Social Climate

Overview

The Personal Development Program in Years 7-12 addresses a wide range of topics relevant to adolescent development. The main focus areas include: developing positive relationships, career development and leadership development.

We provide educational programs and services for students with disabilities through Individual Curriculum Plans (ICPs) which are developed by staff from our Special Education Program and teachers from curriculum areas. Students with disabilities are integrated within the School's general curriculum programs.

The Guidance Officer, Youth Support Co-ordinator, Chaplain and 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 Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 95% | 89% | 95% |
| this is a good school (S2035) | 97% | 86% | 95% |
| their child likes being at this school* (S2001) | 95% | 89% | 93% |
| their child feels safe at this school* (S2002) | 97% | 92% | 95% |
| their child's learning needs are being met at this school* (S2003) | 97% | 86% | 85% |
| their child is making good progress at this school* (S2004) | 95% | 89% | 90% |
| teachers at this school expect their child to do his or her best* (S2005) | 97% | 89% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 97% | 86% | 88% |
| teachers at this school motivate their child to learn* (S2007) | 92% | 89% | 82% |
| teachers at this school treat students fairly* (S2008) | 89% | 70% | 85% |
| they can talk to their child's teachers about their concerns* (S2009) | 97% | 97% | 93% |
| this school works with them to support their child's learning* (S2010) | 97% | 92% | 90% |
| this school takes parents' opinions seriously* (S2011) | 97% | 83% | 85% |
| student behaviour is well managed at this school* (S2012) | 92% | 81% | 83% |
| this school looks for ways to improve* (S2013) | 94% | 89% | 98% |
| this school is well maintained* (S2014) | 100% | 89% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 83% | 94% | 91% |
| they like being at their school* (S2036) | 75% | 84% | 82% |
| they feel safe at their school* (S2037) | 88% | 90% | 92% |
| their teachers motivate them to learn* (S2038) | 85% | 95% | 86% |
| their teachers expect them to do their best* (S2039) | 95% | 97% | 96% |
| their teachers provide them with useful feedback about their school work* (S2040) | 88% | 91% | 86% |
| teachers treat students fairly at their school* (S2041) | 77% | 82% | 78% |
| they can talk to their teachers about their concerns* (S2042) | 73% | 79% | 77% |
| their school takes students' opinions seriously* (S2043) | 73% | 83% | 80% |
| student behaviour is well managed at their school* (S2044) | 80% | 79% | 74% |
| their school looks for ways to improve* (S2045) | 92% | 94% | 88% |
| their school is well maintained* (S2046) | 92% | 91% | 89% |
| their school gives them opportunities to do interesting things* (S2047) | 83% | 84% | 83% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 91% | 92% | 95% |
| they feel that their school is a safe place in which to work (S2070) | 94% | 92% | 100% |
| they receive useful feedback about their work at their school (S2071) | 89% | 84% | 88% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 78% | 85% | 84% |
| students are encouraged to do their best at their school (S2072) | 91% | 92% | 95% |
| students are treated fairly at their school (S2073) | 86% | 89% | 89% |
| student behaviour is well managed at their school (S2074) | 80% | 87% | 80% |
| staff are well supported at their school (S2075) | 69% | 79% | 82% |
| their school takes staff opinions seriously (S2076) | 66% | 79% | 76% |
| their school looks for ways to improve (S2077) | 86% | 86% | 95% |
| their school is well maintained (S2078) | 97% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 83% | 92% | 93% |

* 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

Toogoolawah State High School utilises the following strategies to involve parents/carers and the community:

- The School's Newsletter is distributed to all parents each fortnight and is accessible on the School's website
- Parent/Carer Workshops – evening workshops held on topics that support parents/carers eg Assessment Workshops
- Welcome Sessions – held at the beginning of the school year to welcome parents into the school, help them understand it, and to enable school staff to meet them
- Parent Teacher Interviews held regularly to provide students and parents with feedback
- Open Day and Careers Expo held each year to showcase our school and students
- Assessment calendars - alert parents/carers to their child's assessment
- School's website – shares events, meetings and assessment calendars
- The Active Citizens Program
- Somerset Regional Council programs and connections

Parents/carers are actively involved in many aspects of school life including:

- Transition and Induction programs
- Parent/Teacher Interviews
- Individual Education Plan meetings
- Senior Education and Training Planning (SET Plan) meetings
- Newsletters (fortnightly)
- Chaplaincy Committee
- Student Diaries
- Assessment Planners
- Newspaper articles

Parents/carers also assist with sporting teams 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.

The P & C in 2016 at Toogoolawah SHS was an active, committed group of volunteers. Fundraising has contributed to many areas of the school including general curriculum, student leadership and support for students attending state, national and international level sporting competitions.

Respectful relationships programs

The School has developed and implemented, through the Personal Development Program (PDP) and Positive Behaviour for Learning (PBL), programs and activities that focus on appropriate, respectful and healthy relationships.

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 | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 36 | 50 | 56 |
| Long Suspensions – 6 to 20 days | 2 | 2 | 1 |
| Exclusions | 0 | 2 | 1 |
| Cancellations of Enrolment | 2 | 0 | 0 |

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

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

Environmental Footprint

Reducing the school's environmental footprint

The School has utilised solar energy through the use of panels installed on several buildings. Flow restrictors on taps continue to be beneficial in reducing water usage. The school also uses a paper recycling scheme.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 174,457 | 618 |
| 2014-2015 | 177,966 | 331 |
| 2015-2016 | 184,790 | 231 |

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

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

| Description | Teaching Staff | Non-Teaching Staff |
|-----------------------|----------------|--------------------|
| Headcounts | 33 | 22 |
| Full-time Equivalents | 27 | 14 |

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 was \$20 000.

The major professional development initiatives are as follows:

- Pedagogical Framework – strengthening capacity
- Literacy Strategies
- Collaborative Strategic Reading (CSR)
- Positive Behaviour for Learning (PBL)

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 95% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

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 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 89% | 90% | 91% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 81% | 85% | 83% |

*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.

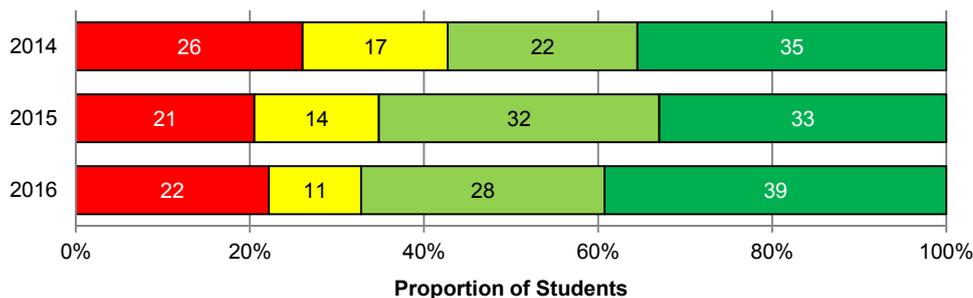
The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

| Year Level | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------------|--------|--------|--------|---------|---------|---------|
| 2014 | - | 91% | 86% | 88% | 90% | 86% |
| 2015 | 94% | 94% | 88% | 87% | 89% | 91% |
| 2016 | 93% | 92% | 91% | 91% | 88% | 90% |

Student Attendance Distribution

The proportions of students by attendance range:

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



Description of how non-attendance is managed by the school

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

Student rolls are marked every lesson. Parents are contacted about unexplained absences via phone call several times a week. Year Coordinators, the Student Services Head of Department and Deputy Principal 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 required to apply for consideration to attend extracurricular activities or excursions.

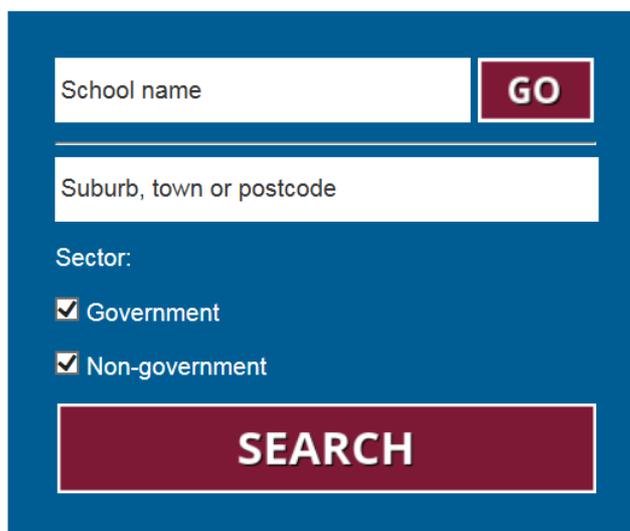
The cancellation of enrolment process may be commenced for post compulsory students (seniors or those over 16 years of age) who consistently fail to meet reasonable attendance expectations.

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



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 | 2014 | 2015 | 2016 |
| Number of students receiving a Senior Statement | 28 | 33 | 40 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 1 | 0 | 1 |
| Number of students receiving an Overall Position (OP) | 11 | 14 | 15 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 0% | 20% | |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 8 | 5 | 9 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 19 | 14 | 25 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 18 | 14 | 24 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 26 | 33 | 39 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 50% | 100% | |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 91% | 71% | 87% |
| 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. | 96% | 100% | 98% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 100% | 100% |

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 |
| 2014 | 1 | 4 | 5 | 1 | 0 |
| 2015 | 2 | 4 | 4 | 4 | 0 |
| 2016 | 2 | 8 | 3 | 2 | 0 |

As at 3rd February 2017. 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 |
| 2014 | 1 | 16 | 6 |
| 2015 | 1 | 10 | 4 |
| 2016 | 2 | 18 | 10 |

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

Vocational Education and Training (VET) qualifications completed by our students in 2016 were:

- Certificate II Business
- Certificate II Horticulture
- Certificate II Engineering
- Certificate II Retail Services
- Certificate II Community Pharmacy
- Certificate III Retail Operations
- Certificate III Light Vehicle Mechanical Technology
- Certificate III Business

Apparent Retention Rate – Year 10 to Year 12

| APPARENT RETENTION RATES* YEAR 10 TO YEAR 12 | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 69% | 71% | 91% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 100% | 50% | 0% |

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

At the time of publishing this School Annual Report, the results of the post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school

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.

Early leavers enter the workforce or attend further vocational education. Limited numbers of students leave before the completion of Year 12.