Toogoolawah State High School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

The purpose of Toogoolawah State High School is to develop people who are recognised as being equipped to contribute positively to society, valuing respect, responsibility and a commitment to achievement. This purpose is exemplified in our motto – "Working Together".

To this end our School's vision for teaching and learning is:

Every student at Toogoolawah SHS working together every day in every classroom to learn and achieve.

Behaviour Expectations at Toogoolawah SHS

> Be Committed to Achievement
>
> Be Respectful
>
> Be Responsible

Our School aims to provide relevant and engaging learning pathways for all students, whilst maintaining a strong focus on academic achievement leading to tertiary entrance or the workplace.The School takes pride in having high expectations in terms of student behaviour and learning achievement.

Toogoolawah SHS values respectful, open and supportive relationships between teachers, students and caregivers. We recognise we are preparing students for varied and ever changing futures. We provide a breadth of offerings across Maths, English, Science, Health and Physical Education, Technology and The Arts.

Along with these curriculum skills, our students commit to achieving the very best that they can do. Excellence in performance and a positive attitude towards themselves, their work, their community and their School will give them the skills and abilities to successfully access future opportunities.

School progress towards its goals in 2018

The School's goals for students in 2018:

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 Year 12 graduating students were awarded a QCE, QCIA, VET or SAT qualification

- 100% of applicants received an offer to undertake further education

- 50% of OP eligible students in 2018 obtained an OP between 1 and 5

- 86.6% of students achieved a 'C' standard or better in English, Mathematics and Science across Years 7-10

- 39.1% of students achieved a 'A' or 'B' standard in English, Mathematics and Science across Years 7-10

- 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

Targets for 2019 are:

- Student attendance - greater than 90%

- English, Maths and Science - all students achieve a 'C' or higher

- *Successful Learners 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)

- Implement the Investing for Success strategies so that

    o Improve the achievement of Junior Secondary students in English, Maths and Science to 40% of students achieving an A or B.

    o Maintain percentage of Year 12 students attaining senior certification at 100% - Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA).

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	273	266	291
Girls	141	133	140
Boys	132	133	151
Indigenous	9	7	8
Enrolment continuity (Feb. – Nov.)	89%	88%	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.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	18	19
Year 11 – Year 12	14	15	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

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 2017 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

- 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. All 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 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)	95%	81%	92%
• this is a good school (S2035)	95%	88%	87%
• their child likes being at this school* (S2001)	93%	88%	95%
• their child feels safe at this school* (S2002)	95%	81%	90%
• their child's learning needs are being met at this school* (S2003)	85%	75%	92%
• their child is making good progress at this school* (S2004)	90%	81%	100%
• teachers at this school expect their child to do his or her best* (S2005)	98%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	81%	90%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	82%	81%	90%
• teachers at this school treat students fairly* (S2008)	85%	81%	77%
• they can talk to their child's teachers about their concerns* (S2009)	93%	100%	95%
• this school works with them to support their child's learning* (S2010)	90%	81%	87%
• this school takes parents' opinions seriously* (S2011)	85%	81%	81%
• student behaviour is well managed at this school* (S2012)	83%	81%	72%
• this school looks for ways to improve* (S2013)	98%	94%	92%
• this school is well maintained* (S2014)	100%	100%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	94%	89%
• they like being at their school* (S2036)	82%	89%	78%
• they feel safe at their school* (S2037)	92%	91%	88%
• their teachers motivate them to learn* (S2038)	86%	92%	89%
• their teachers expect them to do their best* (S2039)	96%	94%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	94%	88%
• teachers treat students fairly at their school* (S2041)	78%	85%	75%
• they can talk to their teachers about their concerns* (S2042)	77%	82%	74%
• their school takes students' opinions seriously* (S2043)	80%	88%	81%
• student behaviour is well managed at their school* (S2044)	74%	75%	68%
• their school looks for ways to improve* (S2045)	88%	94%	93%
• their school is well maintained* (S2046)	89%	92%	92%
• their school gives them opportunities to do interesting things* (S2047)	83%	87%	84%

* 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)	95%	93%	89%
• they feel that their school is a safe place in which to work (S2070)	100%	93%	89%
• they receive useful feedback about their work at their school (S2071)	88%	84%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	91%	91%
• students are encouraged to do their best at their school (S2072)	95%	95%	92%
• students are treated fairly at their school (S2073)	89%	84%	86%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	80%	77%	72%
• staff are well supported at their school (S2075)	82%	74%	73%
• their school takes staff opinions seriously (S2076)	76%	84%	80%
• their school looks for ways to improve (S2077)	95%	93%	92%
• their school is well maintained (S2078)	100%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	93%	91%	86%

* 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 and a mobile phone app

- 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 2017 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

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	56	36	49
Long suspensions – 11 to 20 days	1	4	4
Exclusions	1	3	2
Cancellations of enrolment	0	3	2

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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	184,790	175,480	153,993
Water (kL)	231	420	141

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.
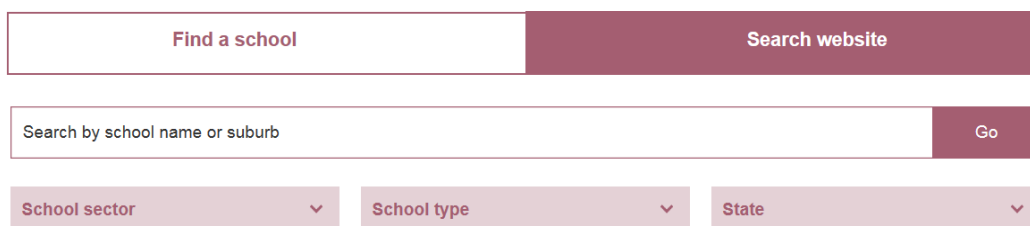
School funding

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	34	24	<5
Full-time equivalents	30	16	<5

*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	0
Masters	4
Graduate Diploma etc.*	18
Bachelor degree	34
Diploma	0
Certificate	4

*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 $63, 000.

The major professional development initiatives are as follows:

- Pedagogical Framework – strengthening capacity

- Literacy Strategies

- New QCE / SATE

- Positive Behaviour for Learning (PBL)

The proportion of the teaching staff involved in professional development activities during 2018 was 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%	95%	96%

Proportion of staff retained from the previous school year

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was 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	91%	91%	91%
Attendance rate for Indigenous** students at this school	83%	86%	90%

* 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
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	93%	94%	91%
Year 8	92%	90%	94%
Year 9	91%	91%	90%
Year 10	91%	92%	92%
Year 11	88%	88%	90%
Year 12	90%	91%	90%

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%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	22	11	28	39
2017	19	9	23	48
2018	16	18	22	44

Proportion of Students
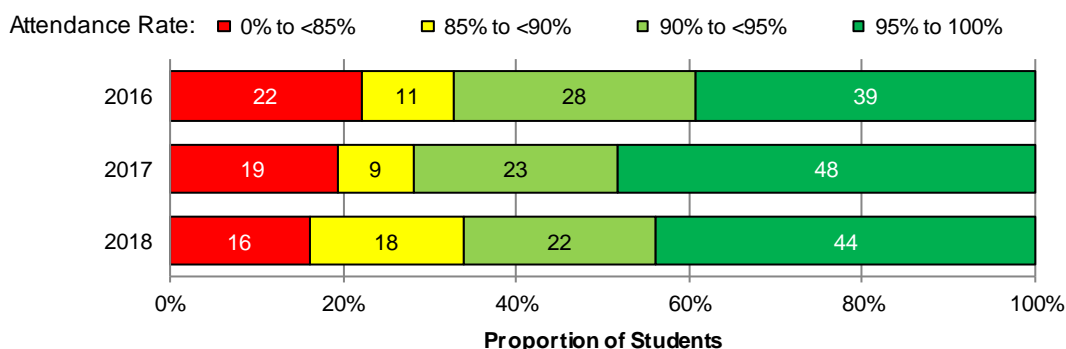
Description of how this school manages non-attendance

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.

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

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 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.

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

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

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	40	29	45
Number of students awarded a QCIA	1	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	39	29	45
Percentage of Indigenous students awarded a QCE at the end of Year 12		100%	
Number of students who received an OP	15	11	10
Percentage of Indigenous students who received an OP		100%	
Number of students awarded one or more VET qualifications (including SAT)	25	13	30
Number of students awarded a VET Certificate II or above	24	12	26
Number of students who were completing/continuing a SAT	9	4	12
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	87%	82%	100%
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	98%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	89%	100%

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.

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

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).

VET qualification	2016	2017	2018
Certificate I	2	3	1
Certificate II	18	10	24
Certificate III or above	10	6	4

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).

Vocational Education and Training (VET) qualifications completed by our students in 2018 were:
• Certificate II Business
• Certificate II Tourism
• Certificate II Hospitality
• Certificate II Retail Services
• Certificate II Community Pharmacy
• Certificate III Retail Operations
• Certificate III Rural Operations

Apparent retention rate – Year 10 to Year 12

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	91%	84%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	0%	33%	

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.

This school works closely with external agencies to support students who left school early. Early leavers enter the workforce or attend further vocational education. Limited numbers of students leave before the completion of Year 12. Our Principal, Deputy Principal, Youth Support Coordinator or Guidance Officer liaises with early school leavers and their parents, to assist early leavers make a successful transition to further education or the workforce.

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.toogoolawahshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx