

# Loganlea State High School

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## Introduction

Established in 1980 under foundation principal Mr Frank Peach, Loganlea State High School has evolved to find a unique place in the Logan community for over 730 students. Based on a proud heritage of high achievement in the academic, language, sporting and artistic areas, Loganlea State High School has a growing reputation as one of Logan's leading co-educational schools providing a full and comprehensive education for all. The school has developed structures enabling it to be futures-focussed, developing creative and innovative thinking within our young people, so that they can engage purposefully and competitively with any future they choose. There is a very strong social justice philosophy underpinning the delivery of curriculum and responding to the social, emotional and academic needs of its students. There are deliberate efforts made to develop meaningful connections between students, parents, teachers and members of the community. The school constantly evolves in its responsiveness, carefully balancing the academic curriculum, vocational education developments, social programs and vast field trip activity. Regardless of which option the teacher and student engage, the pursuit of excellence and achievement is a key outcome



## Future outlook

The school community is currently engaging in the Triennial School Review process that will inform school strategic planning for the next 3 years. The analysis of current data is the key to refocussing the school in planning a better future to ensure improved outcomes for our students.

The Schoolwide Positive Behaviour Support Program implemented in 2008 will continue to provide data to drive whole school practices that foster a safe, respectful and responsible learning environment for all.

Queensland Curriculum Assessment and Reporting Framework work programs implemented in 2008 will provide the platform for the delivery of the Australian Curriculum at Loganlea State High School and align with the goals for Australian schooling. Goal 1: Australian schooling promotes equity and excellence. Goal 2: All young Australians become successful learners, confident and creative individuals and active and informed citizens.

Systematic tracking of each student's personalised learning plans and performance will provide a basis for early intervention programs. This process provides an understanding of possibilities for the future and a track leading towards a student's destination. The focus on attendance and completion of courses of study both in the middle and senior phases of learning will continue.

The school community commits to the Coalition of Eleven State High Schools in Logan Albert Beaudesert, ENABLE, upholding a Common Charter of Learning which focuses on high standards of conduct, presentation and excellence in education and leading the way in education for all.



Strengthening partnerships with Griffith University, University of Queensland of Queensland Gatton Agricultural College, Metropolitan South Institute of TAFE and business and industry through the ABC Network, Beacon and Ardoch Foundations will enhance student pathways that provide a safety net for secure post-school options.

Upgrade to school facilities will continue, in particular, upgrades to ICT infrastructure and systems that align and promote 21<sup>st</sup> Century learning. The State Schools of Tomorrow Grant of \$653 000 will be used to convert the library into a vibrant eLearning and flexible learning space. Under the Federal BER agenda, the \$200 000 National School Pride Grant will be used to upgrade the interior surfaces of the Sports Hall to facilitate both school productions and events and indoor sports and external handball courts will also be built.

Application to the Federal Government for a Trade Training Centre in Hospitality if successful will position the school in addressing local skills shortages and ensuring the young people of Logan City remain competitive, enjoy hospitality and secure worthwhile careers in a diverse range of jobs.



## Our school at a glance

### School Profile

Total student enrolments for this school: 739 (Data source: 2008 census)

Year levels offered: Year 8 – Year 12

Coeducational or single sex: Coeducational

### Curriculum offerings

Our distinctive curriculum offerings provide a full and comprehensive education for all students.

Points of differentiation include:

Agribusiness Gateway School of Excellence offering an Agribusiness curriculum with significant links to University of Queensland,

Indigenous Knowledge House, *Nyumba Bugir Anga* "Teaching Clearly" – a centralized, community driven, focal point of indigenous education,

LL4LL program strategic partnership with Griffith University to target literacy in the middle phase,

Executive Mentoring programs for senior phase academic subjects e.g. Clayton Utz in Legal Studies,

EMC<sup>2</sup> Mathematics C partnership program with Griffith University

*Connections* transition program assisting senior phase students with certification and workplace access.

Middle Phase of Learning

Core curriculum offerings in the 8 key learning areas: English, Mathematics, Science, Health and Physical Education, Study of Science and the Environment, Technology, The Arts and LOTE (Chinese) with Specialist programs in:

- Agricultural Science, Mechanics, Animal Husbandry
- Visual Art, Digital Art and Design, Dance, Drama, Music, Media Studies
- Industrial Technology & Design, Craft Technology, Computer Digital Technology, Computer Aided Drafting & Design, Fashion, Hospitality, Business Studies.

Senior Phase of Learning

- In addition to a comprehensive range of Authority (Academic), Authority Registered (Vocational) and School Subjects, the school offers a range of programs (up to Certificate IV) in conjunction with Registered Training Organizations:
- Building & Construction, Furnishing, Industrial Technology Studies, Computer Aided Drafting
- Agricultural Science, Agriculture Animal Focus, Conservation and Land Management
- Information Technology, Business Communication Technology, Work Education
- Music Industry Skills, Dance Studies
- Hospitality, Early Childhood
- Student Education and Training Plans (SETPlan) inform and track student curriculum choices mapping future career options to tertiary study and employment.
- Traineeships and School-based Apprenticeships through industry partners prepare students for future success beyond school.
- On line learning and personalized programs and are offered to students with individual learning needs.

### Extra curricular activities

- YAP (Youth Action Program) -25 students involved and 100% attainment in First Aid Accreditation, CPR accreditation, Bronze medallions became members of the Surf Life Saving Association.
- Vibrant Arts Department with strong Instrumental Music Program, Jazz Band and School Vocal Group – sees

## Our school at a glance

students performing in a variety of community events, competitions, eisteddfods and music tour to Central Queensland.

- School Musical, Talent Quests, Dance Workshops, Twilight Concerts XLD (Excellence in Drama) project.
- Cattle Show Team – Handling and showing animals at the Royal Exhibition and rural shows.
- “Rural Horizons” – travelling farm which hosts primary schools and playgroups.
- Science – RACI Chemistry Titration Competition, Engineering Challenge, EMC<sup>2</sup> Excellence Days
- Participation in a range of external sports competitions e.g. Pedal prix, Indoor Soccer.
- Wide range of recreational sporting options based around student need – rugby, touch, baseball.
- Structured Personal Development programs for all students.
- Career Development Program integrated into the curriculum.

### How computers are used to assist learning

The integration of technology into the teaching/learning process is a key feature of all curriculum programs with our students having access to over 200 networked computers. A key focus is to embed these technologies for their use as tools for learning and development to ensure that all students develop skills required to function in the 21st century.

Students in Years 10, 11, and 12 work towards completion of Certificates I, II and III in Information Technology.

In The Arts, IT programs are used to compose music, edit film footage, create animations, design art works and engage in educational outline chat rooms.

All teachers received laptops through the C4T program and staff use these for delivery of lessons.

The use of ICTs across the curriculum is extensive:

- Research and presentation
- Problem solving, game making, programming
- Website development
- Computer-aided drafting
- 2D animation
- Image manipulation
- Professional signage, poster, marketing materials linked through the Delfin Lend Lease Woodlands School To Work Program

Software upgrade:

Redesigned school website

Teacher Intranet has been expanded to include help desks, surveys and shared documents

ID Attend used for marking school attendances and to send messages to parents regarding students absences

LanSchool used to monitor and control student computer usage

Comic life used for English projects

Kahootz creates multimedia virtual worlds and is used across the school curriculum.

Mathletics is used by students to increase their maths skills and facilitates online competition between the students of our school and those from other countries.

Maths online tutoring program

Music Score is used by the Music Department as a music notation program

Encyclopaedia Britannica is used for students to conduct research projects

ClickView allows teachers to utilise video (DVD/VHS) in the classroom

## Our school at a glance

### Computer technology upgrade that underpins classroom delivery

In 2008/2009 the school has an unprecedented computer technology budget. The combination of federal and school funding amounts to almost \$300,000. This facilitates the upgrade to network infrastructure, hardware and software.

Infrastructure upgrade:

Fibre optic network connection to the Agriculture Centre

Home Economics is now connected to the network

Upgrade of Internet Bandwidth from 1.5 Mbps to 2.0Mbps

New network switches

Extra network outputs in rooms that previously had no connectivity

Wireless connectivity in the Resource Centre and the Science block

Computer pods located in classrooms

Hardware upgrade:

Over 200 new computers consisting of both desktops and laptops

Laptop trolleys

Interactive white boards

Scanners

Printers

Wireless graphic tablets and keyboards

Data projectors

### Social climate

A positive social climate is a critical element, to not only progress our vision, but to also enhance learning and pride in our school. There is an extensive and solid pastoral care program and the welfare needs of the students are supported by the Guidance Officer, Youth Support Co-ordinator, Youth Pathways Advisor, School Based Police Officer, Chaplain, School Nurse, Year Co-ordinators, House Masters and the Indigenous Knowledge House.

A case management approach has been developed for individuals and year level programs support personal growth and development of adolescents.

Our partnership with the Ardoch Youth Foundation Queensland builds our capacity to respond with human, material and programmatic resources to the complex needs of our learning community.

Year 8 – Peer Support, Senior Buddies, Anti-Bullying Program, Social Skilling Activities, Literacy Buddies, Friends Program

Year 9 – GOALS leadership and mentoring program with corporate business partners established through the ABC Network, Into the Wild, Shine program

Year 10 – Beacon Foundation “Earning or Learning” program, “Destination QCE” implemented through “Connections”, Dazzle Program

Years 11, 12 – Leadership Program, Driver Education, Sexual Health Educations, Occupational Health and Safety inductions, Worksite blue cards, Griffith Connect Program, Clayton Utz and Komatsu Mentoring.

Health Promotion and Physical Activity is promoted through the Logan Healthy Schools Program, participation in interschool and social sport, school gym, annual district Pedal Prix, and Breakfast Club provided twice a week by the Gospel Lighthouse. Lunchtime activities hosted by the Chaplain e.g. local rock bands and lunchtime sporting activities occur. An active student council meets regularly to address student issues and to provide input into school planning.

Knowledge House programs e.g. Tidda Girls Yarning Circle and Men’s Business.

After school homework centre at Yugumbeh Dreaming Centre, fully resourced and maintained by the community. This facility is available to our students 7 days per week and Friday evening till 7pm.

## Our school at a glance

### Involving parents in their child's education.

Statistics show that as the primary educators of their children, parental involvement is critical to improving student engagement in the curriculum. The school supports this role of parents and aims to maximise involvement through:

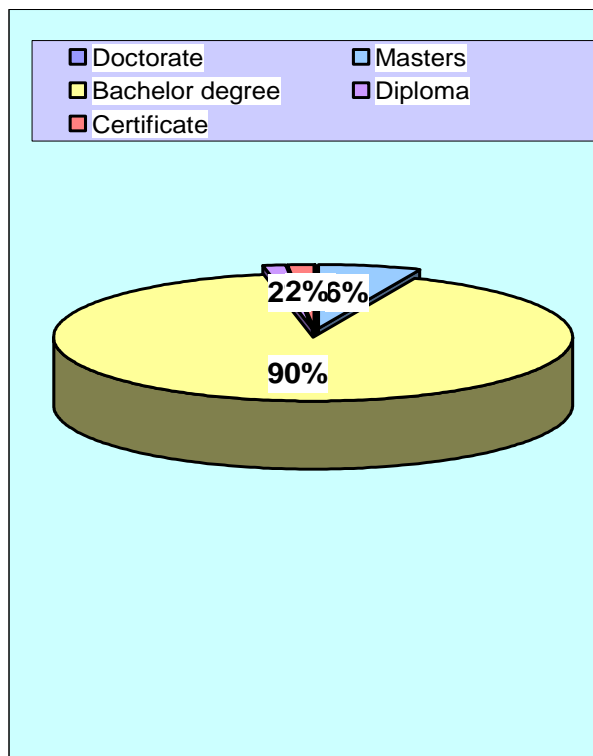
- Welcoming parents to student centred activities at school, e.g. Recitals, Gala Evenings, School Musical, Achievers Award Ceremony, ANZAC Day and Remembrance Day Ceremonies, Academic Awards Ceremony, Sports Carnivals, and Show Team Activities.
- P & C Meetings, advertised in the school newsletter, are held after school and are brief meetings to encourage attendance
- Parent representation and participation in the Triennial School Review, Schoolwide Positive Behaviour Support Program, Vocational Education Audits, and Responsible Thinking Process.
- Parent-Teacher Interviews twice a year, reporting feedback
- New student diary in 2009 allowing more comprehensive communication with class teachers
- Regular newsletters sent home with students and posted on the website
- Personal invitations to functions
- Advertising activities in the newsletter, Advertising flyers sent home with students
- Expert guest speakers invited to parent evenings
- Indigenous Knowledge House program
- Personal interviews on enrolment,
- Information evenings/Career Expos with subject selection for year 8 – 12
- Year 10 Senior Education and Training Plan (SET Plan) meeting to identify the specific pathways plan for students in the Senior Phase.
- Use of ID Attend to track student attendance and absence and lateness is communicated to parents via text messages.



## Our staff profile

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	58
Diploma	1
Certificate	1



### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$32,932 .
- The major professional development initiatives centre around Education Queensland systemic priorities:
- Queensland Curriculum Assessment and reporting Framework (QCARF, Essential Learnings)
- Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA)
- Student Protection Policy, Code of Conduct
- Embedding Indigenous and Torres Strait Islander Perspectives in Schools Project
- Developing Performance Framework
- Schoolwide Positive behaviour Support Program
- NAPLAN - Literacy and Numeracy performance and strategy for improvement
- Essential Skills Training
- Believe Achieve Succeed Strategy
- Certificate 1V in Workplace Training and Assessment
- Workplace health and Safety, CPR Training
- The involvement of the teaching staff in professional development activities during 2008 was 92 %. (Data source: 2008 School Opinion Survey (Teaching staff responses))

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

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

- From the end of the 2007 school year, 78 % of staff were retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2008 was 84 %.

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.

Domain	Measures	Yr 9
Reading	Average score for the school	523
	Average score for Queensland	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 82 %
Writing	Average score for the school	452
	Average score for Queensland	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 57 %
Spelling	Average score for the school	525
	Average score for Queensland	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 70 %
Grammar and Punctuation	Average score for the school	505
	Average score for Queensland	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 63 %
Numeracy	Average score for the school	528
	Average score for Queensland	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 82 %

## Performance of our students

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80 %

Outcomes for our Year 12 cohort of 2008	
Number of students awarded a Senior Statement.	105
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	6
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	47
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	105
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	24
Number of students receiving an Overall Position (OP).	29
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	31 %
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.	100 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	97 %

Post-school destination information	
<b>Introduction</b>	
<p>This report is based on the findings of the Queensland Government <i>Next Step</i> survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2008, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 6 May 2009, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.</p> <p>The statewide and regional reports of the <i>Next Step</i> survey can be located at the <i>Next Step</i> website at <a href="http://www.education.qld.gov.au/nextstep">www.education.qld.gov.au/nextstep</a></p>	
<b>Response rate for Loganlea State High School</b>	
<p>Table 1 below reports the response rate for Loganlea State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Loganlea State High School in 2008.</p> <p>It has not been possible to ascertain how representative these responses are of all students at this school.</p>	
<b>Table 1 Survey response rate</b>	
Number of respondents	Number of students who completed Year 12
78	105
	Response rate (%)
	74.3
<b>Definitions of main destinations</b>	
The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both	

## Performance of our students

studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

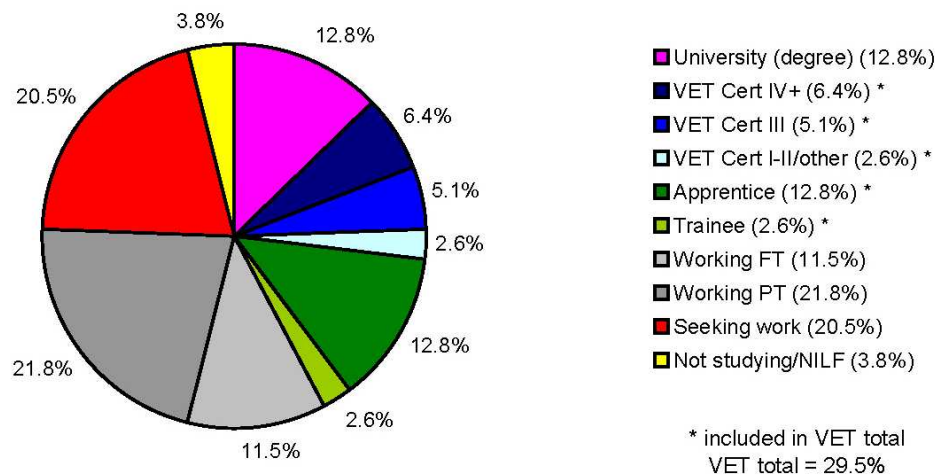
### Summary of findings

In 2009, 42.3 per cent of young people who completed their Year 12 at Loganlea State High School in 2008 continued in some recognised form of education and training in the year after they left school.

The most common study destinations were university (12.8 per cent) and apprenticeships (12.8 per cent). The combined VET study destinations accounted for 29.5 per cent of respondents, including 14.1 per cent in campus-based VET programs, with 6.4 per cent of Year 12 completers entering programs at Certificate IV level or higher. In addition to apprentices, a further 2.6 per cent of respondents commenced employment-based training as trainees.

In addition to the above study destinations, a further 1.3 per cent of respondents from this school deferred a tertiary offer in 2009 (deferrers are shown in Figure 1 in their current destination). 57.7 per cent did not enter post-school education or training, and were either employed (33.3 per cent), seeking work (20.5 per cent) or neither studying nor in the labour force (3.8 per cent).

**Figure 1 Main destinations of Year 12 completers**



### Value added

At Loganlea State High School, we pride ourselves on the opportunities that students can access in relation to their learning, physical and personal growth.

A full range of co-curricular activities including performances in Dance Drama and Music, sporting activities, Agricultural Showteam, Youth Action Program, Unireach, and Science and Engineering Challenge, together with dynamic student leadership opportunities and a formalised mentoring program which supports high achieving students linking them with members of the business community, has ensured that student engagement is maximised. This has created positive outcomes at the highest levels with students in the OP range 1 to 5 in 2008 commencing University studies in Bachelor degrees such as Biomedical Science, International Business, Oral Health, Information Technology and Engineering. Scholarship winners received entry into a variety of Griffith University courses, University of Queensland Gatton College, NAISDA (National Aboriginal Islander Skills Development Australia), and private organisations such as Max International College For Fitness Professionals.

100% of graduating students achieved at least one Certificate with many students achieving three Certificates. 61 students from years 10 to 12 participated in School Based Traineeships or Apprenticeships with 24 year 12 students completing or continuing their SAT. 217 students participated in Structured Work Placement and a further 20 students participated in work experience.

The impact on the broader student group has been notable with increasing numbers of students approximately 30%, receiving awards at the Achievers Lunch (an annual criteria based award for students nominated by their teachers as "doing their best"). 100% year 10 students committed to the "Earning or Learning" philosophy during the Beacon Foundation Charter signing.

## Performance of our students

### Parent, student and teacher satisfaction with the school

Outcomes for students in 2008 reflect significant work associated with tracking and monitoring student progress and successful communication with parents.

School Opinion Survey data reports the majority of parents and students were satisfied or very satisfied:

- that their child was getting a good education
- that their child is safe and happy at the school
- with their child's access to computer technology
- that Loganlea State High School is a good school.

Students also report that are very satisfied with curriculum offerings available, the school climate and their opportunities to become involved in school activities.

Staff School Opinion Survey data for 2008 indicates that working relationships between staff and between staff and the community are excellent. Staff also report that their relationships with the students are also very good.

From 2006 to 2008 decreases in short term absences, increases in staff permanency, significant decreases in teacher relief costs, increases in staff advancement/promotion are all significant indicators of improving staff satisfaction.