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WELCOME TO OUR SCHOOL COMMUNITY!

Our school motto is "TO THE STARS" and this reflects our philosophy of "MAKING A DIFFERENCE FOR EVERY STUDENT"



Where we are:

Loganlea State High School is located in Neridah Street, Loganlea, Brisbane. The school campus boasts the largest school site in Queensland and has 42 hectares. The school boundary is clearly defined by the Logan River and Brisbane-Beenleigh Railway line. The extensive site has lent itself to the development of a substantial Rural Industry focus in the curriculum and the access to the Logan River has resulted in an interest in water activities. Extensive partnerships have been developed with the Metropolitan South Institute of TAFE (Logan Campus) and Griffith University which are both within an easy distance from the school. The Logan Hospital is also within easy reach of the school.

Principal's foreword

Introduction

Established in 1980 with 168 students under foundation principal Mr Frank Peach, Loganlea State High School has evolved to find a unique place in the Logan community. Today, Loganlea State High School has a growing reputation as one of Logan's leading co-educational schools with over 740 students. 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

Major priorities for improvement for the 2007 school year include:

Commitment to join the Coalition of Ten State High Schools, upholding a Common Charter of Learning which focuses on high standards of conduct, presentation and excellence in education.

Significant progress towards implementation of the Middle School Curriculum.

Systematic tracking of student performance with a focus on completion of courses and programs.

Strengthening partnerships with Griffith University and Metropolitan South Institute of TAFE, business and industry to enhance student pathways.

Continuation of the school's facilities upgrade to provide high quality educational facilities including: The Arts precinct as a centre of excellence for performing and visual arts, completion of two teaching spaces and staff room on the farm, Special Education Unit refurbishment and Technology/ICT upgrade (Managed Operating Environment compliance).

School Profile

Loganlea State High School is a co-educational high school, with an enrolment of 740, catering for Years 8 through to 12. There is no one local primary school that directly feeds into the high school. Students enrol from forty-two feeder primary schools. Throughout the year, Loganlea State High School implemented a Middle School strategic plan and engaged in many Middle School initiatives with these schools. Loganlea SHS was involved in the Community Renewal program and as a result of this still caters for mature aged learners in after school computer classes.

Student engagement with learning at Loganlea takes many forms – Metropolitan South Institute of TAFE (Logan Campus), apprenticeships and traineeships, extensive field trip activity, Virtual Schooling, Distance Education study, community courses, programs with the Logan Campus of Griffith University and outdoor education. The school also caters for 112 students with Special Educational needs and is currently one of the largest Special Education Units in the State classified for students with Intellectual Impairment, Speech Language Impairment and Autistic Spectrum Disorder. The school has facilities for students with Physical Impairment. The multi-cultural complexity of the school is minimal with an indigenous student population growing to 50 students.

Curriculum offerings

Our distinctive curriculum offerings:

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 Languages other than English (Chinese) with Specialist programs in:
- Agricultural Science, Mechanics, Animal Husbandry
- Visual Art, Design, Dance, Drama, Music, Media Studies
- Industrial Technology & Design, Craft Technology, Technical Computer Studies, Computer Aided Drafting & Design, Home Economics, 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, Computer Aided Drafting
- Agricultural Science, Horticulture (Agricultural Mechanics), Rural Operations
- Information Technology, Business Administration, Work Education, Retail Operations
- Music Industry Skills
- Hospitality Practices, Early Childhood Practices.
- Student Education and Training Plans (SETp) 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.
- Personalized programs are offered to students with individual learning needs.

Extra curricula 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.

Our school at a glance

- Strong Instrumental Music Program, Jazz Band and School Vocal Group – sees students performing in a variety of community events, competitions and eisteddfods.
- School Musical, Talent Quests, Twilight Concerts XLD (Excellence in Drama) project, dance workshops.
- “Rural Horizons” – travelling farm which hosts primary schools and playgroups.
- Cattle Show Team – Handling and showing animals at the Royal Exhibition and rural shows.
- Science – Engineering Challenge to generate interest in science and improve performance.
- Participation in a range of external sports competitions eg Pedal prix, Indoor Soccer
- Wide range of recreational sporting options based around student need.
- 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.

50% of year 10 students achieved Cert 1 in Information Technology with 95% of all Year 10's achieving at least one competency in this course.

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

Social climate

The school culture is founded on respect for the individual, respect and tolerance for difference and embracing of social justice for all members of the community. There is an extensive, solid and strong pastoral care program.

The welfare needs of the students are supported by the Guidance Councillor, Youth Support Co-coordinator, Youth Pathways Advisor, School Based Police Officer, Chaplain, School Nurse and Year co-coordinators. A case management approach has been developed by the school:

Year 8 – “Be a Chooser Not a Loser”, Peer Support program, Senior Buddies program.

Year 9 – “Girls Day In/Boys Day Out” – 130 students focused on self development and values, Environment Day.

Year 10 – Personal development program with Beacon foundation (Polish), SET plan process.

Year 11 and 12 – Leadership program, Driver Education, Sexual Health Education, “Baby Think It Over”, Occupational Health and Safety inductions, Work site blue cards, “ESCAPE Fast”.

Logan District Champions in Junior Girls Soccer team, Open Boys Basketball, Open Girls Netball.

Metropolitan East Silver Medallions in Open Athletics, 15yrs Squash.

“Sallywags” anger management program in partnership with Bridges Reconnect – Twenty families engaged in improving family communication, resilience and emotional intelligence.

Great Mates program accessed by 10 families.

Lunchtime activities hosted by the Chaplain – promotion of local rock bands, lunchtime sporting activities.

Gospel Lighthouse provided breakfasts for students twice a week.

Students from the Special Education Unit won 1st, 2nd and 3rd in three categories in the annual district Pedal Prix.

Our school at a glance

Development of "Knowledge House" – mentor program for indigenous students

School Gym – frequented by staff and students.

Involving parents in their child's education.

There are several ways in which the school seeks to ensure parents and caregivers are fully informed and involved in their child's education.

Through the Annual School Opinion Survey, parents have consistently reported confidence in public education with all aspects of the school.

Our small yet active P & C meets the second Wednesday of every month and provides a healthy foods canteen and uniform shop with quality products at realistic prices.

Parent representatives participated in the Triennial School Review 2004-2006, Positive Behaviour Support, Vocational Education Audits.

Continuation of parent-teacher night to receive Semester 1 Reports

Further development of the case management and student service approach to assisting students and involving parents. A broad network of staff is involved in initial and ongoing support for students.

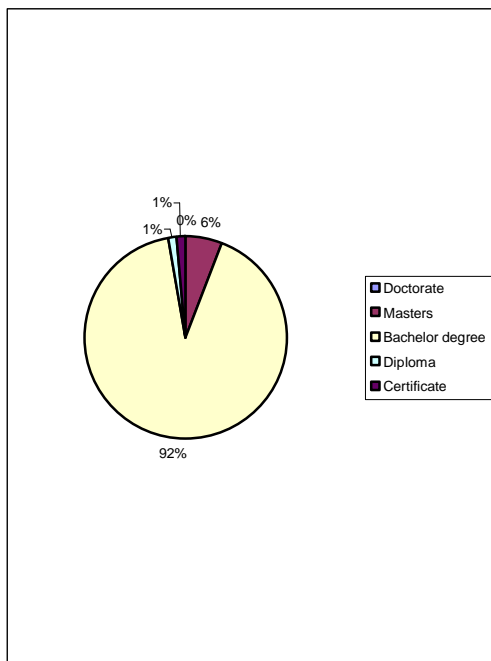
Regular newsletters continue to inform parents of what's happening in the school, student achievements and the Calendar of Events

Special events such as awards ceremonies, concerts, sports carnivals allow parents opportunities to witness and celebrate excellence in education.

Parents were heavily involved in the Responsible Thinking Process.

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	5.71
Bachelor degree	91.43
Diploma	1.43
Certificate	1.43



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2006 was \$15,745.28 plus in kind. .
- The involvement of the teaching staff in professional development activities during 2006 was 100 %. Professional Development priorities are identified each year by Heads of Department and matched with EQ priorities. In 2006, the major professional development opportunities accessed by staff were:
 - Subject specific professional development associated with new syllabus implementation or KLA changes e.g. English and Mathematics, Qld Studies Authority requirements.
 - Professional Development associated with Qld Certificate of Education, SET Planning, ETRF implementation, and AQTF compliance.
 - Other Professional Development undertaken by staff was in the areas of Middle Schooling, Pedagogy, Literacy, Partners for Success, Code of Conduct, Child Protection, Behaviour Management Strategies, Technology, and First Aid

Our staff profile

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 93% in 2006.

Proportion of staff retained from the previous school year.

- From the end of the 2005 school year, 94 % of staff were retained by the school for the entire 2006 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2006 was 86.5 %.

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12.

Year 12 student enrolment as a percentage of the Year 8 student cohort.	74 %
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Outcomes for our Year 12 cohort of 2006

Total number of Senior Certificates awarded	90
Percentage of Overall Position (OP) -eligible students with OP 1-15	48.4 %
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	58 %
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	79 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	95 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2006 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 posted to our website by early September.

Other Key Outcomes

Value added

“Making a difference for every student” is the vision that shapes teaching, learning and assessment at Loganlea State High School. This vision for our students is underpinned by our school motto “To The Stars”, which captures the spirit of our students as they strive to reach their full potential.

Loganlea State High School endeavours to provide an inclusive and supportive learning environment to meet the individual needs of all students, academically, socially, physically and creatively. Our ability to wrap the curriculum around the student to suit their needs and requirements and to do so in a challenging and supportive whole school environment demonstrates the ethos in the school. The roles of teachers are central to preparing students for tertiary study, apprenticeships, traineeships or employment. The success of the school in meeting this goal is reflected in student performance and the School Opinion Survey data.

Parent, student and teacher satisfaction with the school

78% of parents rate the school as good and they are very satisfied with the school. In particular they are satisfied:

- the school is providing good learning opportunities for children
- with curriculum offerings and the way the students are prepared for the future, this includes the usefulness of what the children are learning in the classroom
- with the quality of teaching and the expected standard of work
- with the opportunities to discuss what children are learning.

School and community relationships were very satisfactory, according to parents and staff.

Students agree with parents and are satisfied with the school, in particular, they are satisfied:

- with opportunities provided and the variety the school provides
- and happy to be at the school
- with internet and computer technology learning.

Overall the satisfaction of parents, students and staff with regard to the school curriculum offerings, quality of teaching and outcomes the students are achieving is of a very satisfactory level.