	PO address	Neridah Street, LOGANLEA QLD 4131
	Phone	07 3451 8777
	Fax	07 3451 8700
	Email	info@loganleashs.qld.edu.au
	Website or Contact Person	www.loganleashs@eq.edu.au / <a href="http://www.loganleashs.com">www.loganleashs.com</a>

## 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 725 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

The analysis of data is the key to planning a better future, it helps us refocus and determine new delivery options to improve outcomes for our students.

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

The school community commits to the Coalition of Ten 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.

Significant progress towards implementation of the Queensland Curriculum Assessment and Reporting Framework using data to drive performance will occur.

Systematic tracking of student performance with a focus on completion of courses of study both in the middle and senior phases of learning will provide a basis for early intervention programs.

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, to enhance student pathways that provide a safety net for secure post-school options.

Upgrade to school facilities will continue e.g. refurbishment of the Special Education Facility, upgrade to IT infrastructure and systems - Managed Operating Environment and OneSchool, refurbishments to classrooms, the administration block, the hall stage (Sound and Lighting) and farm facilities.

## School Profile

Loganlea State High School is a co-educational high school, with an enrolment of 725, 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 70 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 (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.

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.

Strong Instrumental Music Program, Jazz Band and School Vocal Group – sees students performing in a variety of community events, competitions, eisteddfods and music tour to Central Queensland.

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 e.g. 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.

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 Delphin School To Work Program at Woodlands

### 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.

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

Year 9 – GOALS leadership and mentoring program with corporate business partners established through the ABC Network.

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

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

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.

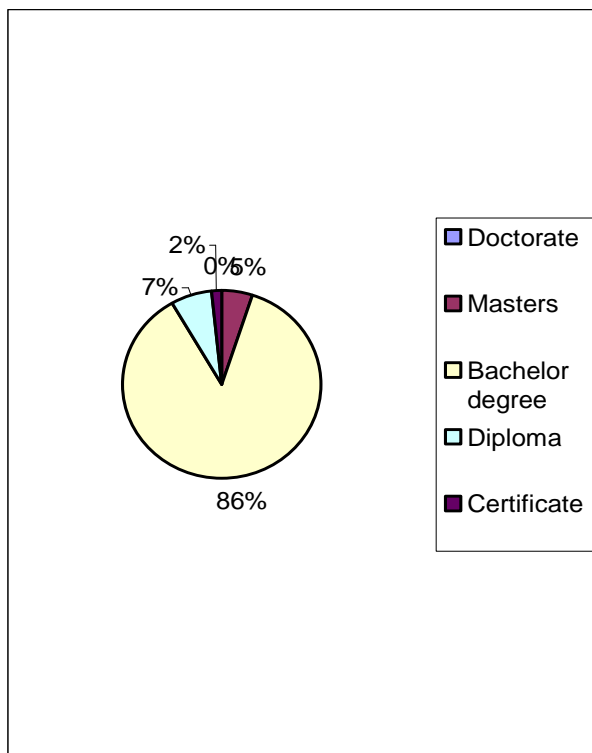
### Involving parents in their child's education.

Statistics show that parental involvement improves student engagement in the curriculum. We aim to maximise parent involvement through:

- \* Newsletter invitations to functions
- \* Personalised invitations posted home
- \* Advertising activities in the newsletter
- \* Indigenous Knowledge House program
- \* Year 10 Senior Education and Training Plan (SET Plan) meeting to identify the specific pathways plan for students in the Senior Phase.
- \* 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, Positive Behaviour Support Program, Vocational Education Audits, and Responsible Thinking Process.
- \* Student Attendance is tracked via our Attendance Officer and absence and lateness is communicated to parents via text messages.
- \* Advertising flyers sent home with students
- \* Parent-Teacher Interviews twice a year.
- \* Expert guest speakers invited to parent evenings

## Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	86.66
Diploma	6.67
Certificate	1.67



## Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2007 was \$17,301.76.

The major professional development initiatives centred around:

### Education Queensland Systemic priorities:

Queensland Curriculum Assessment and reporting Framework (QCARF)

Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA)

Code of Conduct, Student Protection Policy

Partners for Success, Embedding Indigenous Perspectives

Literacy and Numeracy

Middle Schooling

Subject Specific Priorities:

QSA syllabus updates and requirements

Essential Learnings

Mighty Minds

Vocational Education Workshops, AQTF compliance

## Our staff profile

### Specific staff development:

Head of Department Leadership and Development Program

Essential Skills Training

Certificate IV in Workplace Training and Assessment

First Aid and Resuscitation

Pedagogy and classroom practices

Adolescent Development and Communication

Autism Spectrum Disorder

District-wide teacher aide training in disabilities initiated by LSHS

The involvement of the teaching staff in professional development activities during 2007 was 85 %.

### Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2007.

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

From the end of the 2006 school year, 80 % of staff were retained by the school for the entire 2007 school year.

# Performance of our students

## Student attendance

The average attendance rate as a percentage in 2007 was 86 %.

## Key outcomes in the senior phase of learning

### Apparent retention rates Year 8 to Year 12.

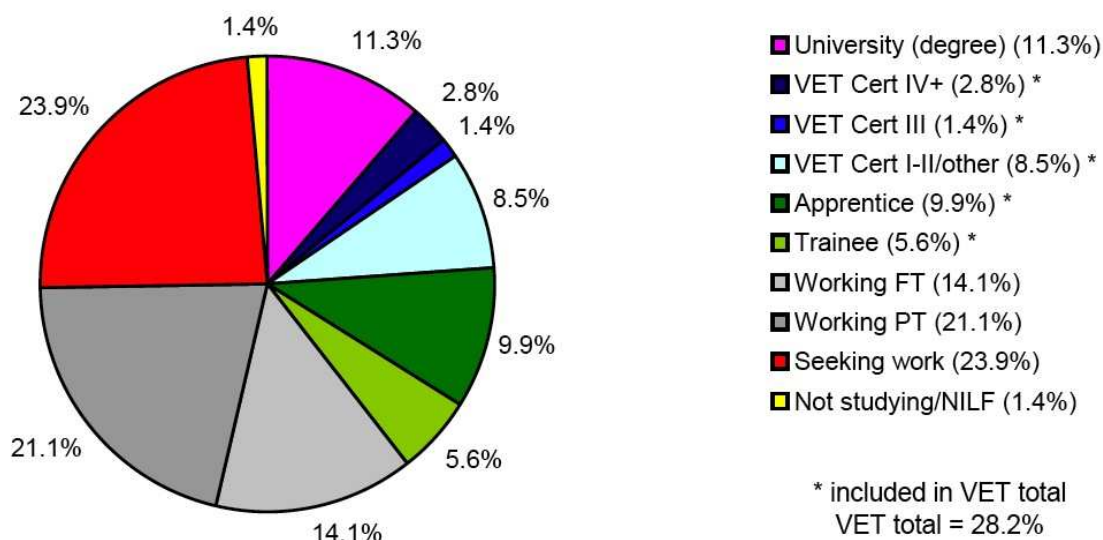
Year 12 student enrolment as a percentage of the Year 8 student cohort.	85 %
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### Outcomes for our Year 12 cohort of 2007

Total number of Senior Certificates awarded	89
Percentage of Overall Position (OP) -eligible students with OP 1-15	34 %
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	83 %
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	99 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	90 %

## Post-school destination information

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



## Other Key Outcomes

### Value added

Significant new partnerships were established in 2007:

ENABLE Coalition of the 10 State High Schools in the Logan Albert Beaudesert District, establishing Common Charters of Leadership, Learning and Behaviour

ABC Network – Commonwealth Bank Partners in Learning program, Ernst and Young mentoring program

Logan Healthy Schools Project with Community Renewal, Queensland Health, Griffith University

University of Queensland, Gatton Agricultural College – course work leading to early entry to Gatton

Yakatoon Pastoral Company – support for the Loganlea SHS Show Team.

In 2007 the school established processes for tracking pathways and recording outcomes for senior students towards achievement of the QCE-called “Destination QCE”, and importantly processes for offering and maintaining flexible pathways for students undertaking TAFE courses, School Based Traineeships and Apprenticeships, Work Experience and Structured Workplace Learning.

A whole school focus on Numeracy began based on detailed data analysis and a professional development support program is in place.

Facilities upgrade supporting The Arts and Agriculture programs began enabling the school to offer State of the Art programs in The Arts and Agricultural Science programs.

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

Outcomes for our year 12 cohort of 2007 reflect significant work associated with tracking and monitoring student progress and successful communication with parents.

In 2007, the parents and students were particularly satisfied with:

- the school's ability to develop computer technology skills and build confident users
- the school's access to computer technology and the internet
- the variety of school curriculum activities available and the variety of subjects/courses to choose
- that the school is preparing them for the future – for further training, education or for work

Students believe that they are encouraged to take responsibility for their learning. Parents are satisfied that the school provides a good learning climate, and believe the school communicates well with them and they have opportunities to participate in school decision-making

Through the Vocational Education program excellent outcomes have been achieved:

- 201 students from years 10 and 11 participated in Structured Workplace Learning
- 57 students were engaged in TAFE partnership courses
- 63 students were involved in School Based Traineeships and Apprenticeships
- 100% year 10 students committed to the “Earning or Learning” philosophy during the Beacon Foundation Charter Signing