

Support

Responding to Diversity

Loganlea caters for a wide range of student needs. There is a broad curriculum offering.

- § Junior Curriculum – a core curriculum
- § Year 9/10 – core and choice of electives
- § Year 10 – Transition Year for Senior Studies
- § Strong Vocational Education component in the Senior school
- § Stand alone VET subjects
- § Work Experience
- § Work Education
- § Structured Work Placement
- § Apprenticeship and Traineeship opportunities
- § Specialist areas – Horticulture – Agriculture, Rural Studies, Early Childhood Practices, Hospitality.
- § Broad Academic electives – with “Virtual Schooling” and Distance Education options
- § UNIREACH program – early university admission program
- § Community Education classes
- § Extensive pastoral care in all year levels – broadened to Seminar periods in the Senior school.

Inclusive approach

Loganlea State High School has maintained a Student Retention rate above the State Mean. This has been achieved through its inclusive and responsive curriculum approach. To address the diversity of the learners, there are over 180 modified individual student learning programs in the school. These programs are complemented by access to the community learning programs. There is a focus on developing “the citizen” and the growth of the holistic learner.

Social Justice Department

The purpose of the Social Justice Department is to support students at the school in managing any educational and personal difficulties so that students can achieve to the best of their ability while they are at school. The school’s Social Justice Department is staffed by:

- Head of Department – Social Justice;
- Learning Support Teachers;
- Indigenous Knowledge House;
- Year Level Coordinators;
- House Masters;
- Teacher Aides;
- Chaplain
- Bridges Reconnect
- School-based Youth Health Nurse;
- School-based Police Officer;
- Community Access Schools Coordinator

Special Education Plan

The Special Education Plan (SEP) was established in 1997 to cater for students with intellectual impairment, autistic spectrum disorder and speech, language and physical impairment. The Unit makes good use of its own kitchen, classrooms and computer facilities. Students generally attend mainstream classes (especially in Home Economics, Manual Arts, Physical Education, Art and Music) and receive appropriate instruction in literacy, numeracy, reading, life skills and work skills in the SEU. Older students select mainstream subjects according to their interests and abilities. All SEU students work to an Individual Education Plan. The SEU staff develop these plans in consultation with classroom teachers and parents. Progress reports are based on the contents of these plans or mainstream reports are issued if the student's level of success is satisfactory.