Established in 1980 under foundation Principal, Mr Frank Peach, Loganlea State High School has evolved to create a unique place in the Logan community for over 600 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.

Loganlea SHS is defined by principles of excellence, learning, respect, belonging responsibility, and partnerships - the Loganlea Way. The following report presents the relevant data and explanatory notes to detail the ways in which the school was able to live out these principles in 2015. In this way the report demonstrates how Loganlea SHS exemplifies its vision of… making a difference for every student.

School progress towards its goals in 2015

As identified in the school’s Annual Implementation Plan (AIP) Loganlea SHS as a community committed to an unrelenting focus on the core elements of education - literacy and numeracy. Literacy development in 2015 emphasised the use of data and a greater focus on internal moderation to drive student improvement. Teachers’ use of data was emphasised through the unique school “Know Your Students” database used to personalise learning approaches and drive literacy development. The school also implemented a Signature Program for targeted development of gifted and talented students with advanced skills in both literacy and numeracy. In numeracy NAPLAN and Pat – M data informed targeted interventions in the Middle Phase of learning. Using this data and focused teacher support through the YUMI Deadly Maths XLR8 program and EMM (Elementary Maths Mastery), teachers have been trained and provided with curriculum and pedagogy developed in collaboration with the Queensland University of Technology. The ways of working developed in this program have been proven by research to be particularly affective for all students but in particular those with a previously poor understanding of mathematical concepts.

At Loganlea SHS Positive Behaviour for Learning (P.B.L.) continues to respond to school data to develop a safe and respectful learning environment. In 2015 the school continued to promote and develop a program of recognising and rewarding positive student behaviours. The CRED (Community Recognition of Excellent Deeds) program contributed significantly to a more positive school climate and led to improved student attendance and participation in individual school events. In 2015 the school refined Tier 2 PBL processes, focusing on a collaborative approach with fellow teachers to support skill development in all classrooms. Such programs contributed significantly to reduced incidents of unsafe practices. In 2015 the school continued to develop its understanding and use of Community Service Interventions as another method of promoting expected behaviours in the school, with very positive outcomes for the students involved.
In 2015 the art Hospitality Trade Training Centre continued to deliver quality outcomes for students. This centre and the targeted human resource decisions implemented continue to ensure the young graduates of Loganlea SHS remain competitive and can secure worthwhile careers in a diverse range of jobs in catering and hospitality.

In 2015 the school continued to foster strong partnerships with Griffith University, Metropolitan South Institute of TAFE and a range of other training providers to facilitate student certificate completion and transition to post school study options. In addition led by the school’s Connections Office relationships were further developed with business and industry through the ABC Network, Beacon and the Ardoch Foundation to enhance student pathways to full time employment. Loganlea’s designation as a Gateway School of Excellence in Agribusiness and links to the Agricultural Training Group continue to lead the investigation of new outcomes and certification for students within the Agriculture program. These programs and the school’s commitment to quality Vocational Training saw 100% of students graduate with both a VET certificate and a QCE (Queensland Certificate of Education) one of only 8 schools across the state to achieve this feat in both 2014 and 2015.

In 2015 the school grounds and facilities team supported construction of a new outdoor fitness area and equipment and undertook landscaping and other infrastructure development in the space linking the Trade Training Centre and existing early childhood play environments. The facilities team also worked with the Flying Start officers to complete the refurbishment of C-block to create a unique space purpose designed to meet the needs of the new junior secondary curriculum.

The promotion of the Loganlea Way for staff and students resulted in an unwavering focus on the school vision … making a difference for every student. As well as informing and supporting students to attain excellent outcomes the focus resulted in the implementation of individual care programs including “Love Bites” an innovative relationships support program for year 10 students, Work Readiness Programs and the BRAKE driver awareness program for year 11 and 12 students.

In 2015 the school continued to develop and refine its Vocational Education and Training programs. The results of this hard work by the administrative and teaching staff enabled the school to maintain its reputation for an explicit improvement agenda, effective use of data to inform teaching and learning, systematic curriculum delivery and the highly effective teaching practices in the VET area.

In 2015 the work of Head of Indigenous Education Ms Michelle Daylight continued to drive support programs such as AIME, EATSIPs implementation, and links with the Stronger Smarter institute. The extensive and targeted support for Indigenous student outcomes supported Loganlea SHS’ identification as “A Centre for Excellence in Indigenous Education”. This designation continues to focus the school’s commitment to improved achievement, attendance and engagement for all students but in particular Aboriginal and Torres Strait Islander students. In line with the entire year 12 cohort, 100% of Indigenous and Torres Strait Islander year 12’s in 2015, graduated from the school with both a Queensland Certificate of Education (QCE) and a Vocational Education Certificate. In 2015 Ms Daylight was also instrumental in supporting the Indigenous Student Leadership and an indigenous dance group, both of which provided significant forums for expression of Aboriginal and Torres Strait Islander student’s ideas and connection with school and community.

In fact in a variety of areas the outstanding commitment of Loganlea SHS staff to extra-curricular activities continued in 2015 with the Performing Arts department involved in a variety of dance eisteddfods and vocal performance competitions, commitment to sports through the Logan District Secondary school sports. The Loganlea Youth Development (Lifesaving) Program, the agriculture department involved in country shows and the rural horizons program, and the Science and Maths Department involved in The Big Science Competition, The Australian Mathematics competition, The Titration Chemistry Competition and the Science and Engineering challenge. In all of these areas Loganlea SHS students competed with distinction and achieved excellent results, but even more importantly learnt a lot about themselves.

A full copy of the Loganlea SHS 4 Year Strategic Plan and targets for 2014 - 2017 is available on our school website.
Future outlook

Key Priorities identified in the Loganlea SHS Four Year Strategic Plan 2015 – 2017 include:

- **Powerful learning and innovative curriculum delivery**
  a) Continued implementation of the school pedagogical framework
  b) Further development of the school culture of data driven student performance improvement
  c) Introducing new skills to the school wide literacy and numeracy strategies
  d) Implementing an expanded Literacy and Numeracy “Signature Program” for gifted and talented students in years 7 – 9

- **Strong sense of community, engaged partners, and increased enrolments**
  a) Reinforcing a “One Caring Adult” strategy to continue the school development of case management models to support all students in improved attendance and engagement
  b) Developing a comprehensive marketing and electronic media presence to raise community awareness of excellent school programs and results
  c) Continuing to promote links with industry and cooperate partners and feeder primary schools

- **Exceptional Staff**
  a) Implement a revised teaching observation process aligned to the Developing Performance Program (DPF) and the Australian Institute for Teaching and School Leadership (AITSL) standards and descriptors
  b) Continue the implementation of revised mentoring models for beginning teachers to align pedagogy to best practise in teaching Junior Secondary students
  c) Develop a focused Junior Secondary Team to work with Peer Reviewers to prepare the school community for year 7 students arriving in 2015

- **Corporate Excellence and Sustainability**
  a) Continuing master planning for the campus including completion of the purpose built air-conditioned Junior Secondary, Dance Performance and Student Services precincts
  b) Reviewing and improving systems and processes to ensure continued excellence in customer/client service
  c) Initiating processes leading to community behavioural change and a reduction of the school carbon footprint and other markers of environmental responsibility
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>571</td>
<td>278</td>
<td>293</td>
<td>67</td>
<td>84%</td>
</tr>
<tr>
<td>2014</td>
<td>524</td>
<td>262</td>
<td>262</td>
<td>60</td>
<td>83%</td>
</tr>
<tr>
<td>2015</td>
<td>552</td>
<td>275</td>
<td>277</td>
<td>57</td>
<td>82%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.
*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*
Schools may choose to describe their programs under the 'Curriculum Delivery' section below.

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Loganlea SHS caters for students from a range of cultural and socio-economic backgrounds in an urban setting. Within the student cohort approximately 13% identify as Aboriginal and Torres Strait Islander and our purpose built Special Education Program facility caters for the diverse learning needs of students with disabilities. Although only a small percentage (1%) of students are considered to have English as a Second Language those that do are supported by ESL staff to provide personalised learning approaches to meet their needs.

Many students of the school are assisted in their chosen pathways to pursue Vocational Education and Training through our Transitions Office. Equally important however, through the broad range of OP eligible subjects offered in the school and aligned programs such as Uni-Reach, students who are tertiary aspirants are supported to reach their personal goals.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>22</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>19</td>
</tr>
</tbody>
</table>

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2013</th>
<th>2014*</th>
<th>2015**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>273</td>
<td>246</td>
<td>243</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>62</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>Exclusions</td>
<td></td>
<td>19</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td></td>
<td>7</td>
<td>38</td>
<td>23</td>
</tr>
</tbody>
</table>

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

The School Disciplinary Absences at Loganlea SHS for 2015 point to the continuing positive impact of the schools work in the Positive Behaviour for Learning process. In particular in 2015 the school further developed processes in a new “CREd card” positive points system designed to intentionally reinforce and reward students’ positive behaviours in the school including, attendance, community service and appropriate classroom behaviours.

These processes, the school’s use of Community Service Interventions as an alternative to suspension and the continuing work in developing a school culture of mutual respect between student and staff realised a small reduction in short term suspensions (following on from a 10% reduction in 2014), a 38% reduction in long term suspensions and 40% reduction in cancellations of enrolment.

Please note the figures for cancellation of enrolment reported above as an increase from 7 to 38 in 2013/2014 is indicative of changes in methods of data collection processes as opposed to actual increased numbers of cancellations of enrolment. School data held for cancelations of enrolment shows little change from figures for 2013 to 2014.

Curriculum delivery

Our distinctive curriculum offerings

The distinctive curriculum offered at Loganlea SHS provides a full and comprehensive education for all students.

Points of differentiation structured into the curriculum of Loganlea SHS include:

- The Loganlea SHS Agribusiness Gateway School of Excellence offering an Agribusiness curriculum with significant links to a wide range of agriculture industry partners.
- The Indigenous Knowledge House, a Centre for Excellence in Indigenous Education – a centralised, community-driven focal point of Indigenous Education.
- The Catering and Hospitality Trade Training Centre – “Camp-fire Dreaming” offering a variety of front and back of house nationally recognised vocational education certificates.
The vibrant performing arts curriculum including a new Certificate II in Creative Arts

An advanced LOTE program focusing on Mandarin (Chinese), links with sister schools in China and the Republic of China (ROC) and regular school language development trips to China and ROC.

Executive Mentoring programs for Senior Phase academic subjects

In the Junior Secondary Program core curriculum elements aligned with ACARA include English, Maths, Science and Social Sciences. This core is enhanced by unique programs including:

- The “Signature” Academic Excellence Program which works to identify students with advanced literacy and numeracy skills and working with school staff and mentors from the University of Queensland, challenges those students to develop these skills even further
- Science (with an Agricultural focus), Animal Husbandry and Mechanics
- Visual Art, Digital Art and Design, Dance, Drama, and Music

In the Senior Secondary Program, a comprehensive range of Authority (Academic), Authority Registered (Vocational) and School Subjects are offered. In addition, the school offers programs (up to and including Certificate III) as a Nationally Registered Training Organisation (RTO). These subject offerings include:

- Furnishing, Industrial Technology Studies
- Agricultural Science, Agriculture, Conservation and Land Management, Agribusiness
- Information and Digital Media, Business Communication Technology, Business, Active Volunteering, Vocational Pathways
- Certificate II in Hospitality, Certificate II in Kitchen Operations, Early Childhood

In addition to these subject offerings the Loganlea SHS Connections Transition Program assists Senior Phase students with certification and workplace access. This program also supports senior school students to access a range of Certificates, Traineeships and School Based Apprenticeships working with external RTO’s

A complete list of Vocational Education Certificate Courses, offered through the school, is recorded in the final section of this report.

Extra curricula activities

- The Loganlea Youth Development Program involving students participating in training for attainment of First Aid accreditation, CPR accreditation, Surf Life Saving Bronze Medallions, membership and service in the Queensland Surf Life Saving Association.
- A vibrant arts program, offering students access to instrumental music, vocal groups, dance eisteddfods and other performances, and art waves exhibitions. Each of these activities see students performing in a variety of school and community events
- The Cattle Show Team involving handling and showing animals at rural agricultural shows, and the Rural Horizons agriculture experience program working with community groups Australian Maths and Science competitions, titration events, the Engineering Challenge and Science Days of Excellence.
- Participation in a range of external sports competitions including futsal, rugby league and Indigenous and SWD sports carnivals
A wide range of inter school sporting options as part of Logan District Secondary School Sports – swimming, athletics, cross-country, rugby league, touch, basketball, softball, volleyball, netball, soccer, futsal

A range of external personal development/camp based programs through Connect, Outward Bound and other providers

A structured personal development and leadership program for all students progressing from year 7 to year 12 with career development initiatives integrated into the curriculum

How Information and Communication Technologies are used to assist learning

At Loganlea SHS 2010 saw the refurbishment of our existing library/resource centre into a state of the art E-Learning Centre. As part of this program of development in 2015 students were able to access over 550 networked computers and laptops at a ratio of 1 computer to 1 student (1:1).

In addition to student technologies, all teaching staff have received laptops through the C4T program and have access to a range of professional development often offered through the school IT Head of Department, enabling staff to use the technology available to teach, assess and report. In 2015 a new Professional Development program was initiated at Loganlea SHS with staff having access to ongoing weekly PD Cafés many focusing on using communication technologies in the classroom.

The integration of technology into teaching/learning is a key feature of all curriculum programs empowering staff to embed technologies as tools for learning to ensure that all students possess the skills required to function in the technological world of the 21st Century. At Loganlea SHS students in Years 10, 11 and 12 work towards completion of Certificates I, II and III in Information Technology and in addition to this the use of ICTs across the curriculum is extensive.

Also in 2015 a focused approach on STEM development has seen new technology units incorporated into the curriculum and the establishment of lunchtime clubs for Robotics and Programming specifically for Junior Secondary students.

Social Climate

A positive social climate is a critical element to progress our school vision, enhance learning and develop pride in our school. In order to achieve this positive climate Loganlea SHS provides an extensive pastoral care program. In addition to this the welfare needs of our students are supported by a Students Services Team that includes: Guidance Officers, Youth Support Coordinator, School Based Police Officer, Chaplain, School Nurse, Transitions Officers, and an Engagement Officer, Deans of Students, House Masters and staff of the Indigenous Knowledge House. A case management approach has been developed to support identified students and year level programs established to enhance the personal growth and development of all adolescents.

Our partnership with the Ardoch Youth Foundation Queensland builds our capacity to respond to human, material and program resources and to the complex needs of our learning community, in particular in acting as literacy buddies for year 8 students. The ABC Network supports a mentoring program called GOALS for year 9 students and ASPIRE in year 10 to promote student’s personal and leadership development. The BEACON foundation and AIME group for Aboriginal and Torres Strait Island students continues this focus by working with year 10, 11 and 12 students in leadership and job readiness programs.

Loganlea State High School develops structures to encourage all students to reach their educational and life goals. Within this context the school’s Learning Engagement Centre (LEC) is a key platform to intentionally provide support for the diverse range of needs in the school. The centre facilitates differentiated learning through curriculum re-structuring, Individual Curriculum Plans (ICPs) targeted at the students’ proximal zone of development’, reading recovery and enhancement programs and Individual Education Plans (IEPs) for students with identified learning difficulties. The LEC also supports student with physical, intellectual, speech/language and social challenges as well as those students with language backgrounds other than English. The Loganlea SHS Learning Engagement Centre is a key driver in the school ethos of “Making a difference for every student”.

Department of Education and Training
Health Promotion and Physical activity at Loganlea SHS is supported through participation in inter school and social sport, use of the school indoor and outdoor gym equipment, and the Breakfast Club provided twice weekly by Gospel Lighthouse. Lunch time activities hosted by Home Economics and Agriculture staff, the Chaplain and sport teachers are an important part of the fabric of our school.

Loganlea SHS takes a proactive stance against bullying with all students signing an anti-bullying agreement upon enrolment. Beginning students complete an intensive orientation program designed to assist students to establish positive and productive partnerships with both staff and other students of the school. In 2014 the school community paid special attention to the dangers of the internet, other electronic communication and cyber-bullying with all community members having access to an intervention program led by experts within the field of cyber-safety.

An active Student Representative Council meets regularly to address student issues and provide input into school planning. This body is supported by student forums held each term to give student the opportunity to reflect on school programs and progress. The council and these forums also provide an avenue for students to demonstrate their leadership ability.

The high levels of student and staff satisfaction with regard to the feeling safe in the school as reported in the 2015 State School Satisfaction survey following speak strongly of the positive and supportive school climate and general community.

Loganlea SHS is indeed…making a difference for every student.

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>93%</td>
<td>83%</td>
<td>92%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>88%</td>
<td>77%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>100%</td>
<td>92%</td>
<td>85%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>92%</td>
<td>69%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>86%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>93%</td>
<td>71%</td>
<td>85%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>93%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>86%</td>
<td>79%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>86%</td>
<td>79%</td>
<td>85%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>93%</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>93%</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>93%</td>
<td>83%</td>
<td>77%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>92%</td>
<td>68%</td>
<td>77%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>86%</td>
<td>77%</td>
<td>62%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>86%</td>
<td>86%</td>
<td>77%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>100%</td>
<td>96%</td>
<td>77%</td>
</tr>
</tbody>
</table>

The very high level of parent satisfaction in particular areas of the survey reflects the effective promotion of the key message of high expectations for all students in the school. 92% of parents report their child is getting a good education and 100% of parents report that teachers expect children to do their best. Each of these figures can be considered very high measures of school satisfaction.
Student satisfaction returned in 2015 also reported very high and improving levels of student satisfaction. **97% of students** reported that they are satisfied they are **getting a good education** at school, **99%** that school staff expect students to do their best and **94%** that the school does interesting things. **Both staff (97%) and students (92%)** agree that the school is well maintained.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>97%</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>96%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>77%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>84%</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>99%</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>97%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>84%</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>83%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>82%</td>
<td>85%</td>
<td>82%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>99%</td>
<td>95%</td>
<td>99%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>96%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>88%</td>
<td>95%</td>
<td>96%</td>
</tr>
</tbody>
</table>

# ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Similarly to school trends in parent and student satisfaction, staff satisfaction reported in 2015 is very high. **90% of staff** state they **enjoy working at the school** and **95%** that students are encouraged to do their best at their school. Significantly however school staff are aware and supportive of the schools focus on continual improvement with **99%** of staff reporting the school is always looking for ways to improve.

School planning for processes in the journey of continual improvement will see focused professional training and staff development in 2016 that will seek to maintain and even further enhance staff satisfaction into 2016.
Parent and Community Engagement

Parental involvement is a key to improving student engagement in the curriculum. Loganlea SHS supports the role of parents and aims to maximise involvement by:

- Consultation processes regarding subject selection, Student Education and Training Plans, Individual Education Plans and adjustments made to assist students with diverse needs to genuinely access and fully participate in school life
- Welcoming parents to student centred activities at school - Artistic performances, Achievers Award Ceremonies, ANZAC and Remembrance Day ceremonies, Academic and Sporting Awards Ceremonies, Sports Carnivals and Show Team activities
- Ensuring P & C meetings held each month, are advertised widely and conducted briefly to encourage positive attitudes to parental attendance
- Encouraging parent representation in the development of the 4 Year Strategic Plan through the school “Have Your Say Day” Forum, Positive Behaviour for Learning Support Committee and Vocational Education Audits.
- Promoting Parent Teacher interviews held twice yearly supported by efficient and accessible online booking systems
- Distributing regular newsletters communicated electronically to parents and posted on the school website
- Maintaining the Indigenous Knowledge House Program making personal links with parents and community
- Holding annual Subject Selection, Information evenings and Careers expos
- Organising Year 10 SET Plan interviews conducted through consultation with parents and students
- Utilising the ID Attend program to track student attendance with absence and lateness and communicating to parents via daily text messages
- SMS messaging to keep parents informed of day to day school operations and upcoming events
- Promoting a “Week 8 is great” program each term where staff are challenged to make calls to parents of students who are progressing well in classes
- Encouraging a school culture of teacher support and intervention through calls to parents regarding student progress

In 2015 the school embarked on an intentional program to increase the schools “web-presence’ by developing and maintaining a “Loganlea SHS Facebook” page as a forum for highlighting the many excellent events and programs running in the school. The school FaceBook page, developed and maintained by both students and staff, is overseen by school moderators to ensure the content is appropriate, and has proven to be extremely popular as a great tool for timely promotion of school news.

2015 also saw the introduction of online reporting with a very successful trial conducted in the Junior Secondary school. Within this trial all parents with active email addresses received their school reports on the same day they became available and paper based reports were produced where this was not possible. As the school reviews these initiatives it is likely that the use of electronic reporting will be expanded and linked to other online processes available at the school.

The timesaving associated with online reporting processes in 2015 also led to the introduction of a further reporting period at the end of term 3 to provide parents timely information to assist families with subject selection processes taking place in term 4.
Reducing the school’s environmental footprint

Loganlea SHS continues to make every effort to minimise its environmental footprint. Professional development has helped staff to focus on energy efficiencies. These efforts and the school decision to move away from desktop monitors to the more energy efficient laptops and LCD screens has in 2014 maintained a reduced school electricity consumption in comparison to 2012 figures.

Water consumption continues to change annually in relation to environmental conditions. Rainfall in 2015 was significantly decreased from 2014 with a corresponding increase in the need for the school agriculture program to be supported through town water supply. The school grounds and maintenance committee planning in 2014 implemented plans for rainwater harvesting through dam construction within the agriculture precinct. These dams continue to enhance sustainable practices for environmental resource management within the school and have also been instrumental in improving herd weight in animals that form part of the agriculture program.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td></td>
</tr>
</tbody>
</table>

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the ‘less than 5’ rule has been applied in schools whose Indigenous staff numbers are less than five.

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>59</td>
<td>39</td>
<td>5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>54</td>
<td>29</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>35</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>22</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $23980.93 which represents almost 20% of the school grant allocation. The major professional development initiatives are as follows:

Core priorities and mandatory training for all staff members:

• Code of Conduct
• Child Protection
• Asbestos Awareness
• First Aid
• Professional Learning Team processes
• Curriculum Activity Risk Assessment.

Targeted training for specific staff:

• ENABLE network cluster meetings and professional sharing for Heads of Department, and other leadership staff
• Quality teaching for Junior Secondary – supported by Professional Learning Team (PLT) processes as data focused and peer led teaching skill development
• PBL training to drive continued positive school wide processes in particular Tier 2 training
• Positive Behaviour Development (Jo Lange)
• XLR8 – Vertical programming in Junior Secondary Mathematics (Pr Tom Cooper)
• Teaching of Reading in a Secondary Context (cross-curricular)
• Leadership development with respect to excellence in indigenous education through the Smarter Stronger Leadership program
• Beginning teachers mentoring training and Essential Skills training for classroom teachers
• VET Cert IV in Training and Assessment to TAE upgrade and associated industry specific training and placement
• Certification training in state of the art ICT pedagogies and digital pedagogical licensing
• More Support for Students with Disability training - Differentiation and recording appropriate adjustments
• Dance and Digital art certification
• Training for development of programs for new skill requirements in the Agriculture industry

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

(The school information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School website).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Where it says ‘School name’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the Terms of Use and Privacy Policy before being given access to the school’s profile webpage.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>82%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>77%</td>
<td>81%</td>
<td>78%</td>
</tr>
</tbody>
</table>

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

<table>
<thead>
<tr>
<th>Student attendance rate for each year level (shown as a percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2015</td>
</tr>
</tbody>
</table>

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate:  
- 0% to <85%  
- 85% to <90%  
- 90% to <95%  
- 95% to 100%

<table>
<thead>
<tr>
<th>Year</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>43</td>
<td>13</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>2014</td>
<td>44</td>
<td>14</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>2015</td>
<td>46</td>
<td>13</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>
Description of how non-attendance is managed by the school

Attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

In particular however Loganlea SHS employs unique approaches which value the integral link between school attendance, student performance and individual student needs and abilities. It is anticipated that these processes will lead to continued improvements in student attendance.

School processes that have been instituted to support students to improve attendance include:

- Roll marking undertaken in Pastoral Care Group each morning (8.40 – 8.50 a.m.). Parents of students who are marked absent in this initial roll marking process are notified via text message to provide information to the school to explain the absence. These Pastoral Care teachers are tasked with the responsibility of being “one caring adult” for each of the students that they see on a daily basis.
- Teachers marking rolls in each of the 4 lessons taught, through the ID Attend electronic attendance system. This system tracks student attendance by name and photographic image, records lateness, and produces early leave and toilet passes.
- Students’ unexplained absences for entire days or individual lessons being followed up by school staff including the attendance officer, deans of students and care group teachers. Absences for longer than three days are addressed through telephone and written communication issuing from the school attendance officer.
- Students’ with concerning attendance patterns are identified by Care Group teachers and referred to the Attendance team. This team determines the most appropriate support and/or case management and initiates parent and community support options which may include home visits conducted by relevant Student Services team members (i.e. Guidance Officer, Community Education Counsellor, YSC (Youth Support Coordinator), transition and the School Based Police Officer). In this context the role of Student Services team is to identify students who may be disengaged from formal schooling and to assist them to re-integrate into the school community. This re-integration process may be supported by referral to outside agencies or allied school support programs. The Transition Officer will similarly work to support students who attend school irregularly as they consider alternative educational or work options and where appropriate assist them to transition successfully to these post school options.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following “Find a school” text box.

Where it says ‘School name’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the Terms of Use and Privacy Policy before being given access to the school’s profile webpage.

School NAPLAN information is available by selecting ‘NAPLAN’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
As at 16 February 2016. The above values exclude VISA students.

Outcomes for Our Year 12 Cohort

Exiting student outcomes at Loganlea SHS are an area of focused attention aligned with the school values of "making a difference for every student".

Evidence of this philosophy can be seen in the school’s commitment to every student achieving at least one Certificate of Vocational Education qualification. This standard is far in excess of the Regional and State averages. The school also supports students to achieve higher qualifications with 74 Certificate II and 22 Certificate III qualifications within the cohort of 89 students. Loganlea SHS Vocational Education Program was credited with the highest possible rating in AQTF audit processes, with particular commendation in the area of Information Technology. These features represent best practice in the area of school based vocational education.

This school philosophy of valuing individual attainment also drove innovative approaches to student QCE attainment. By maintaining a range of processes and monitoring systems the school once again reached a QCE attainment of 100% in 2015. This figure is far in excess of local, regional and state schools averages. In addition Loganlea SHS was in the top 2% of all Queensland schools being 1 of only 8 or schools (state and private) that attained these figures for QCE and Vet attainment in both 2014 and 2015.

In 2015 the school also continued focused efforts to improve student OP results through new processes of school wide development of Common Curriculum Elements (CCEs) and student support in preparation for the QCS test. These processes, working with the assistance of external providers, action the vision of improved QCS test and OP achievement. The schools’ efforts to refine these programs should see further improvements in student OP performance in 2016.

Aligned with these improvements are the flow-on effects in student’s ability access to access further study post-school. In 2015 88% of students making an application to tertiary study were successful in attaining a tertiary entrance offer. The combination of the results detailed above attest to the school’s ability to support every student, achieve a range of educational and career outcomes, and indeed … make a difference for every student.

### Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Years</th>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2015</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

As at 16 February 2016. The above values exclude VISA students.

### Apparent retention rates Year 10 to Year 12

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>80%</td>
<td>88%</td>
<td>76%</td>
</tr>
<tr>
<td>Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.</td>
<td>54%</td>
<td>85%</td>
<td>82%</td>
</tr>
</tbody>
</table>

As at 16 February 2016. The above values exclude VISA students.
## Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

<table>
<thead>
<tr>
<th>Years</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>78</td>
<td>66</td>
<td>23</td>
</tr>
<tr>
<td>2014</td>
<td>111</td>
<td>81</td>
<td>29</td>
</tr>
<tr>
<td>2015</td>
<td>82</td>
<td>74</td>
<td>22</td>
</tr>
</tbody>
</table>

As at 16 February 2016. The above values exclude VISA students.

### Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement</td>
<td>89</td>
<td>113</td>
<td>89</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>14</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Percentage of Indigenous students receiving an Overall Position (OP)</td>
<td>0%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT)</td>
<td>23</td>
<td>33</td>
<td>21</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT)</td>
<td>88</td>
<td>113</td>
<td>89</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above</td>
<td>70</td>
<td>92</td>
<td>77</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12</td>
<td>87</td>
<td>112</td>
<td>88</td>
</tr>
<tr>
<td>Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD</td>
<td>57%</td>
<td>42%</td>
<td>40%</td>
</tr>
<tr>
<td>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</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>100%</td>
<td>94%</td>
<td>88%</td>
</tr>
</tbody>
</table>
Post-school destination information

Certificate courses offered at the school include:

- Certificate I in Business
- Certificate I in Conservation and Land Management
- Certificate I in Hospitality
- Certificate I in Information, Digital Media and Technology
- Certificate I in Agribusiness
- Certificate II in Active Volunteering
- Certificate II in Agriculture
- Certificate II in Business
- Certificate II in Conservation and Land Management
- Certificate II in Hospitality
- Certificate II in Information, Digital Media and Technology
- Certificate II in Kitchen Operations
- Certificate II in Workplace Practices
- Certificate III in Information, Digital Media and Technology

Other certificate courses available through the schools external provider relationships include:

- Certificate I in Construction
- Certificate I in Engineering (Diesel Fitting)
- Certificate I in Plumbing Services
- Certificate II in Applied Fashion Design and Technology
- Certificate II in Automotive (Mechanical)
- Certificate II in Automotive (Vehicle Body)
- Certificate II in Companion Animals
- Certificate II in Communities
- Certificate II in Community Recreation
- Certificate II in Construction Pathways
- Certificate II in Engineering Production (Boiler Maker)
- Certificate II in Fashion Design
- Certificate II in Food Processing
- Certificate II in Furniture Making
- Certificate II in Hairdressing
- Certificate II in Hospitality
- Certificate II in Library and Information Services
- Certificate II in Printing and Graphic Art (Desktop Publishing)
- Certificate II in Retail
- Certificate III in Agriculture (Dairy Farmer)
- Certificate III in Automotive Mechanical Tech
- Certificate III in Business Administration
- Certificate III in Business (Legal)
- Certificate III in Carpentry
- Certificate III in Commercial Cookery
- Certificate III in Community Services
- Certificate III in Computer Aided Drafting
- Certificate III in Children’s Services
- Certificate III in Design Fundamentals
- Certificate III in Engineering Mechanical Trade (Machining)
- Certificate III in Events
- Certificate III in Hairdressing
- Certificate III in Horticulture (Landscaping)
- Certificate III in Hospitality
- Certificate III in Information Technology
- Certificate III in Justice Administration
- Certificate III in Live Production
- Certificate III in Media, Film and TV
- Certificate III in Music Industry Studies
- Certificate III in Retail
- Certificate III in Retail Operations
- Certificate III in Shop fitting
- Certificate III in Tourism
- Diploma of Engineering (Technical)
- Diploma of Interactive Media

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.
Early school leavers information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2014 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school’s website in September.

Early school leavers information

Early school leavers information relates to the destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Loganlea SHS strongly advocates the primary importance of education as one of the keys to future success but at the same time works to support families’ decisions to transition to other educational or work options. In order to support these decisions the school employs a number of transition officers to support students in the senior phase of schooling and the Special Education Unit. These officers are extremely successful in assisting students into relevant work and training options to enhance their future career options. These transitions include traineeships and apprenticeships, work experience, TAFE and other alternative educational options.

The school also supports transition to full time work in a wide variety of Vocational Education courses through the leading practice Connections Office. This staff of this office which includes the school Career and Vocational Education Coordinator and administrative support assist students with the range of skills required to succeed in work transition. These skills include resume writing, interview skills and job specific skills. The Transitions Office support students well after they have left the school, to continue to provide the best possible future outcomes for all students of Loganlea SHS.

Students in grades 10 – 12 who left the school before completion of their course of study in 2015 were tracked through the Transitions office and the BEACON “no-dole” program. Of these students:

- 47 moved within the state to other secondary schools due to family movement
- 10 moved interstate or overseas
- 10 commenced full-time work, an traineeship or apprenticeship
- 10 commenced study through a TAFE provider