

# Loganlea State High School (2153)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction



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, responsibility, belonging and partnerships - **the Loganlea Way**. The following report presents the relevant data and discussion to detail the ways in which the school was able to live out these principles in 2012, in this way demonstrating how Loganlea SHS exemplifies its goals of... **making a difference for every student.**

### School progress towards its goals in 2012

In 2012 Loganlea SHS continued to embed **the Loganlea Way**, the values underpinning all that we do. As a school we are committed to personal **excellence** and expect each individual to be the best they can be. We are focussed on **learning**, growing and improving, believing that all people can learn and succeed. We act with **respect**, tolerance and fairness. We respect ourselves, our school and our environment, resolving problems peacefully. We act **responsibly** and safely, demonstrating trustworthiness and integrity. We provide each person with the opportunity and support to succeed as a member of a just and equitable community. We value diversity and a strong sense of **belonging**. We foster a network of supportive **partnerships** to build a strong sense of community, bringing richness and authenticity to the school experience.



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In 2012 Loganlea SHS continued to implement initiatives within the federally funded **National Partnerships agreement** which provided financial assistance to establish unique human resource and learning models. The program among a range of initiatives created Dean of Students positions in the school as well as Transitions and Engagement officers who performed important roles in the school. These personnel and programs contributed significantly to a range of enhanced student outcomes in 2012, in particular in maintaining student **attendance at 85 %**. This figure compares with recent attendance patterns and demonstrates that attendance improvements from 2009 figures (78%) are being maintained.

As identified in the schools 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 2012 emphasised the use of data and a greater focus on internal moderation to drive student improvement. Teachers' use of data was emphasised through the creation of a "**Know Your Students**" database and established processes to store and access to data to personalise learning approaches and drive literacy development. In addition to this school wide approach, with prioritised funding MultiLit, a targeted intervention program was offered to even more students with below mean literacy skills. In numeracy NAPLAN and Pat – M data informed targeted interventions in the Middle Phase of learning. Using this data and focused teacher support through YUMI Deadly Maths and EMM 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 Aboriginal and Torres Strait Island students as well as students with a previously poor understanding of mathematical concepts.



In 2012 construction on the Federally funded **Hospitality Trade Training Centre** was completed and became operational, with the state of the art centre to be officially opened in 2013. This centre and the targeted human resource decisions implemented by the school in 2012 will ensure the young people of Logan City remain competitive and can secure worthwhile careers in a diverse range of jobs in catering and hospitality.

At Loganlea SHS **School Wide Positive Behaviour Support** continues to respond to school data to develop a safe, respectful and responsible learning environment. In 2012 new processes were trialled and refined to positively reward appropriate student behaviours in a number of different ways. This program contributed to a more positive school climate and improved student attendance and participation in individual school events. In 2012 the school progressed to SWPBS Tier 2, thereby establishing processes for the targeted application of the wide range of support programs available to students. Such programs include those designed to respond to Fire Lighting behaviours (FLIP) and unsafe rail behaviours (OFFLINE). Both of these programs contributed significantly to reduced incidents of these unsafe practices.

In 2012 the school continued to foster **strong partnerships** with Griffith University, University of Queensland Gatton Agricultural College and Metropolitan South Institute of TAFE 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 Agricultural Education and links to the Agricultural Training Group continue to lead the investigation of new outcomes and certification for students within the Agriculture program.

In 2012 the school **grounds and facilities** team progressed plans for establishing new outdoor fitness areas and equipment and the renewal of spaces designed to link with the completed Trade Training Centre and existing early childhood play environments. The design phase of these projects and site works commenced in 2012 with the projects planned to be completed in mid-2013. This team also worked with the Flying Start facilities officers to analyze school physical resources in preparation for the introduction of year 7s into the school in 2015. The end result of this analysis, the resources made available to the school in the program and the decision to contribute a significant proportion of school funds all contributed to establish plans for 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 in 2012 also resulted in a renewed focus on the school vision ... **making a difference for every student**, in particular student health and well-being. This focus resulted in the development of programs including "Love Bites" an innovative relationships support program for all year 10, the REAL game an interactive technology based program for all year 9 students to assist in the development of sound decision making processes for teens and the BRAKE program for year 11 and 12 students emphasizing safe driving and road behaviors..

In 2012 the work of **Head of Indigenous Education** Ms Michelle Daylight supported programs such as AIME, P-Plate, EATSIPs implementation and links with the Stronger Smarter institute, FOGs and Gold Coast Titans. The extensive and targeted support for Indigenous student outcomes led to Loganlea SHS' identification as "A Centre for Excellence in Indigenous Education". This designation will seek to focus the school's future commitment to improved achievement, attendance and engagement for all students in particular Aboriginal and Torres Strait Islander students.

The outstanding commitment of Loganlea SHS staff to **extra-curricular activities** continued in 2012 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 and the agriculture department involved in country shows and the rural horizons program.

A full copy of the Loganlea SHS 4 Year Strategic Plan and targets for 2010 - 2013 is available on our school website.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

Key Priorities identified in the 2013 Loganlea SHS Annual Implementation Plan include:

- **Targeted improvement in student Literacy/Numeracy** through the use of explicit teaching strategies and expansion of the "Know Your Students" database to inform practice across the curriculum and formalise the recording of student differentiation. This process will not only assist students to engage with the curriculum but also provide evidence for recording of IEP goals and profiling for student support provisions.
- **A focus on the core business of teaching and learning** by building on the appointment of a Head of Department Professional Practice to work to embed the school pedagogical framework, accelerate the use of the Symphony of teaching and Learning, as a tool of curriculum development and establish a plan of classroom observation or "walk-throughs" to record data and drive further development of teaching skills.
- **Improving student participation** through the continuation of NP proposals and staffing focusing on rigorous processes to continue to improve student attendance, engagement and participation in education.
- **Improvement in the overall behaviour** of students and thus the valuing of education utilising the SWPBS program, through focused deployment of staff Professional development, refining of school processes for recognition of positive behaviours and establishing processes of Tier 2 student identification and provision of individual support programs.
- **Closing the gap** through continued implementation of strategies to support indigenous students in programs such as AIME and P-Plate. The school is also committing to genuine cross-curricular EATSIPs implementation and fostering links with the external agencies such as the Stronger Smarter institute and FOGs. With these processes and with quality indigenous staff on site Loganlea SHS is committed to monitoring student outcomes at both a school and systemic level.
- **Enhancing Senior Phase Outcomes** through the use of data and development of a more responsive senior schooling database, development of an individual student case management model and post-schooling pathways programs to meet aligned systemic targets and school based goals. These goals include maintaining the schools excellence industry leading percentage of students receiving nationally recognised Vocational Education Certificates, increasing the percentage of students who have completed a certificate II or above, improving student performance in the Queensland Core Skills Test, OP score attainment and the percentage of students attaining their QCE at exit.
- **Improving staff capacity to track student progress** across the school through the further development of the "know your students" database to ensure student performance improvement and outcomes as well as developing staff skills in differentiation and personalising learning and identification of possible student needs for targeted intervention.
- **Improving workforce capacity** by responding to staff feedback to further review Developing Performance Framework documentation and processes, providing increased staff access to professional development opportunities including developing leadership capacity through the innovative HATs (High Achieving Teachers) program and the Stronger Smarter Leadership Program.
- **Fostering family and community engagement** to enhance links and communication processes with parents/carers especially with the provision of community programs including out of hours access to educational programs and facilities.



## School Profile

### Record:

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Year 8 - Year 12

### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	714	340	374	83%
2011	701	338	363	86%
2012	604	280	324	80%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Loganlea SHS caters for students from a range of cultural and socio-economic backgrounds in an urban setting. Approximately 13% of our students identify as Aboriginal and Torres Strait Islander. 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 importantly 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

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	NA	NA	NA
Year 4 – Year 10	19	21	19
Year 11 – Year 12	12	19	18

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	425	413	440
Long Suspensions - 6 to 20 days	62	49	59
Exclusions	5	17	28
Cancellations of Enrolment	0	0	0

## Curriculum offerings

Our distinctive curriculum offerings provide 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 the University of Queensland Gatton Agricultural College.
- ✓ 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
- ✓ Executive Mentoring programs for the Senior Phase academic subjects



In the **Junior Secondary Program** core curriculum elements aligned with the ACARA are enhanced by specialist programs unique to Loganlea SHS including:

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

In the **Senior Secondary Program**, a comprehensive range of Authority (Academic), Authority Registered (Vocational) and School Subjects are offered. In addition, the school offers a range of programs (up to and including Certificate IV) in conjunction with Registered Training Organisations, including:

- ✓ Building and 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

In addition to these subject offerings the Loganlea SHS Connections Transition Program assists Senior Phase students with certification and work place access. This program also supports senior school students to access a range of Traineeships and School Based Apprenticeships.

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**Extra curricula activities offered at Loganlea SHS include:**

- ✓ The Loganlea Youth Development Program (formerly YAP) involving 30 students participating in programs for attainment of First Aid accreditation, CPR accreditation, Bronze Medallion, membership and service in North Kirra Surf Life Saving Association.
  - ✓ The vibrant arts programs which offer students access to instrumental music, vocal groups, dance eisteddfods and other performances, school musicals 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
  - ✓ Maths and Science competitions and days of excellence.
  - ✓ Participation in a range of external sports competitions for example pedal prix, futsal, rugby union, Indigenous rugby league carnivals and Indigenous soccer tournaments
  - ✓ 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. School based recreational sporting options based on student interests and needs
  - ✓ A range of external personal development - camp based programs through Connect, Outward Bound and other providers
  - ✓ Structured personal development and leadership programs for all students.
  - ✓ Career development programs integrated into the curriculum.
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## 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 2011 students were able to access over 550 networked computers and laptops. By early 2012 plans are well established for students' access to technology to reach the desired goal of 1 to 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.

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 the use of ICTs across the curriculum is extensive

## Social climate

A positive social climate is a critical element to progress our school vision, enhance learning and pride in our school. In order to achieve this positive climate Loganlea SHS provides an **extensive pastoral care program** and the welfare needs of our students are supported by a Students Services Team that include: Guidance Officers, Youth Support Coordinator, School Based Police Officer, Chaplain, School Nurse, Transitions Officers, 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 to assist in personal and leadership development. The BEACON group continues this focus by working with the year 10 students in leadership programs and involves all year 10 students in the "No Dole" agreement.

**Health Promotion and Physical activity** at Loganlea SHS is supported through the Logan Healthy Schools Alliance, participation in inter school and social sport, the school gym, Pedal Prix, and the Breakfast Club provided twice weekly by Gospel Lighthouse. Lunch time activities hosted by Home Economics staff, the Chaplain and sport teachers are an important part of the fabric of our school.

Loganlea State High School 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 2011 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 lead by experts within the field of cyber-safety. This bi-annual program will be undertaken in the school again in 2013.

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

The effectiveness of these programs and new approaches is supported through improvements noted in **2012 school opinion survey results**. The responses from parents and students at Loganlea SHS indicate an increasing satisfaction that students are receiving a good education at Loganlea SHS. In the case of parent satisfaction **96%** of respondents believe that the school provides their child with **good learning opportunities**. This figure is far in excess of the average for the state. Parents also overwhelmingly report that they find the school **welcoming (88.5%)** and the staff approachable (**88.5%**). Both of these responses are well above the state average.

In the same survey students report that they are very satisfied with the **variety of school activities** available to them (67%) and that the school is helping to prepare them for further training education or work. **Truly Loganlea SHS is indeed...making a difference for every student.**

## Parent, student and staff satisfaction with the school

Across key measures of the School Planning, Reporting and Reviewing Framework our school results showed significant improvements on previous years' satisfaction ratings.

Parent satisfaction with the school is very high with **91.3%** of parents reporting their child is **getting a good education (more than 5% above the state average)**, an amazing **100%** of parents reporting that their child **likes being at the school (more than 7% above the state average)** and **95.8%** reporting that the school staff are **approachable** and **treat students fairly**. Each of these figures can be considered very high measures of school satisfaction. In fact, across the 36 items of parent satisfaction surveyed parents reported very high levels of satisfaction with Loganlea SHS comparable to or in excess of state school averages.

Student satisfaction returned in 2012 also reported high and improving levels of student satisfaction. **84.6%** of students reported that they are satisfied they are **getting a good education** at school, **96.6%** that school staff **expect students to do their best** and **93.3%** satisfaction with the **access to technology that the school offers**. Again across most measure of student satisfaction figures of school are comparable to or higher than state school averages.

Although school trends in parent and student satisfaction are improving, staff satisfaction reported in 2012 demonstrates the most significant gains. In particular for the second year in a row all item responses in **Physical Work Environment** show higher staff satisfaction than the previous year's figures. **97.2%** of staff state they have **good working relationships** with other staff and **96.2%** that they **get on well with the students** at the school. Staff also report pleasing increases in satisfaction in support, resources and training in particular with 99.2% of staff reporting they are **regarded as a valuable staff member**. School planning for processes of focused professional training and staff development in 2012 may see further increases in staff satisfaction in 2013.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	91.3%
this is a good school	91.7%
their child likes being at this school*	100.0%
their child feels safe at this school*	87.5%
their child's learning needs are being met at this school*	83.3%
their child is making good progress at this school*	87.0%
teachers at this school expect their child to do his or her best*	95.7%
teachers at this school provide their child with useful feedback about his or her school work*	95.5%
teachers at this school motivate their child to learn*	91.3%
teachers at this school treat students fairly*	95.8%
they can talk to their child's teachers about their concerns*	95.7%
this school works with them to support their child's learning*	83.3%
this school takes parents' opinions seriously*	82.6%
student behaviour is well managed at this school*	87.5%
this school looks for ways to improve*	91.7%
this school is well maintained*	91.7%

# Our school at a glance

## Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	84.6%
they like being at their school*	85.7%
they feel safe at their school*	84.9%
their teachers motivate them to learn*	86.4%
their teachers expect them to do their best*	96.6%
their teachers provide them with useful feedback about their school work*	90.8%
teachers treat students fairly at their school*	70.6%
they can talk to their teachers about their concerns*	64.4%
their school takes students' opinions seriously*	67.2%
student behaviour is well managed at their school*	57.1%
their school looks for ways to improve*	89.0%
their school is well maintained*	73.9%
their school gives them opportunities to do interesting things*	89.1%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	69.6%
with the individual staff morale items	85.2%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

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:

- Welcoming parents to student centred activities at school - Recitals, Gala Evenings, 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 conducted briefly to encourage positive attitudes to attendance
- Encouraging Parent representation in the development of the 4 Year Strategic Plan, School Wide Positive Behaviour Support Program and Vocational Education Audits.
- Holding "Have Your Say" days initiated to gather parent and community feedback with respect to key operations of the school
- Promoting Parent Teacher interviews held twice yearly
- Distributing regular newsletters mailed 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/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 parent informed of day to day school operations and upcoming events
- Trialling online parent contact and interview booking systems
- 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 intervention through calls to parent regarding student progress
- In 2012 staff specialising in digital media created a personalised postcard highlighting the excellent programs available at the school. This postcard is planned to provide a focus for positive school interaction with parents in 2013.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Loganlea SHS continues to make every effort to minimise its environmental footprint. Professional development has helped staff to focus on energy efficiencies. Despite this approach electricity use has increased significantly in 2012 in line with school priorities to **increase the number of IT platforms** in the school. This approach has resulted in increased electricity use both directly and with respect to the **air conditioning** provided within these technology rooms.

The school grounds and maintenance committee planning has identified plans for waste water harvesting from on-site industrial practises. These plans will continue to enhance sustainable practises for environmental resource management within the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	220,765	4,614
2010-2011	570,891	3,615
2011-2012	738,784	5,355

# Our staff profile

## Staff composition, including Indigenous staff

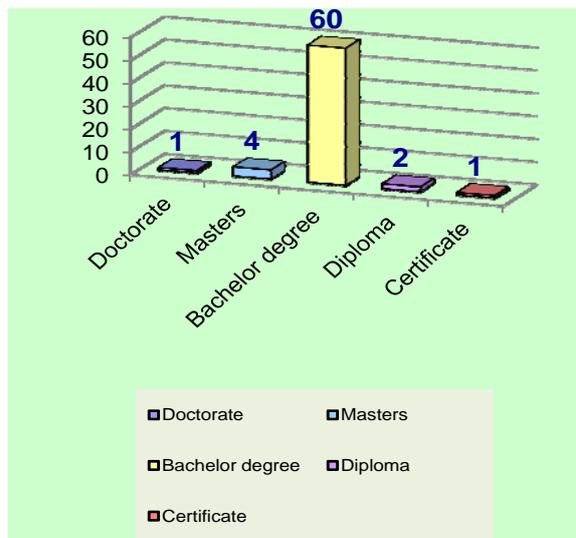
The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. As a school Loganlea SHS is committed to excellence in teaching and learning. As such the school is heavily involved in teacher training and actively pursues high performing staff.

In addition to these general practises Loganlea SHS as a **School of Excellence in Indigenous Education** had made an intentional effort to recruit and employ quality Indigenous staff. This process has seen the school appoint over the last three years the first **Head of Department Indigenous Education**, 2 high performing Indigenous Teachers and 3 teacher aides. These staff continue to contribute to the education of both indigenous and non-indigenous students alike.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	68	41	<5
Full-time equivalents	60	30.9	<5

## Qualifications of all teachers

Doctorate	1
Masters	4
Bachelor degree	60
Diploma	2
Certificate	1



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$30499.

The major professional development initiatives are as follows:

- Core priorities including Child Protection, Asbestos Awareness, First Aid and Curriculum Activity Risk Assessment
- SWPBS training to drive continued positive school wide processes in particular Tier 2 training
- School wide First Steps in Literacy training
- "Hidden Histories" Aboriginal and Torres Strait Islander perspective training
- High performing teacher development through the school based HATS program
- Leadership training and development with Rob Stones and FutureShape Institute including individual mentoring
- Staff and leadership team training in Pedagogical framework and The Symphony of teaching and learning
- Skill development in Arts excellence including advanced skilling in visual art, drama and dance
- VET certification and training in hospitality to meet HR requirements for the new trade training centre
- Beginning teachers workshops and essential skills training for classroom teachers
- BEACON leadership training for year 10 mentors
- Sports coaching accreditation to continue to develop Physical Education teachers and interschool sport coaches
- Certification training in state of the art ICT pedagogies and digital pedagogical licensing
- Developing pedagogies for teaching students with special needs
- Professional leadership development with respect to excellence in indigenous education through the Stronger Smarter institute and Dare to Lead
- Differentiation and recording appropriate adjustments training
- Training for development of programs for new skills requirements in the Agriculture industry

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.8%	94.6%	95.5%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 93.7% of staff was retained by the school for the entire 2012 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/>.

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**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page. School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding sources

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	85%	86%	85%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

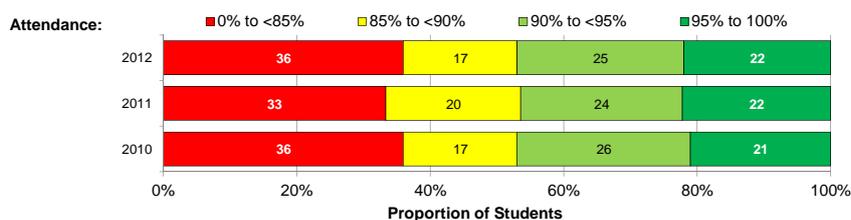
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	NA	88%	83%	84%	85%	87%						
2011	NA	86%	86%	85%	87%	85%						
2012	NA	86%	84%	85%	83%	87%						

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-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. This approach resulted in a student attendance figures consolidating the attendance improvements made from 2009 figures (78%). It is anticipated that these processes will lead further improvements in student attendance in 2012 to approach the **school target attendance of 95%**.

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

- ✓ Roll marking undertaken in a 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
- ✓ Teachers marking rolls in each of the 4 lessons taught, through the ID Attend electronic marking 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 contact issuing from the school attendance officer.
- ✓ Students' with concerning attendance patterns are referred to the Student Support Service team. This team then determines the most appropriate support/case management. Following this referral, parent and community support options which may include home visits may be conducted by relevant Student Support Services members (i.e. Guidance Officer, Community Education officer, transition and engagement officers and the School Based Police Officer)

The role of the **Engagement officer** in the school is also to identify students who may be disengaged from formal schooling and to assist them to re-integrate into the school community. The Transition Officer will similarly work to support students who attend school irregularly as they are seeking alternative educational or work options.

## Performance of our students

**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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)**

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/>.

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.

**Find a school**

Search by school name

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Excellence in the field of indigenous education and "Closing the Gap" that may exist between performance of indigenous and non-indigenous students is a key focus of Loganlea SHS. In 2012 the school had a cohort of 71 indigenous students which represents 12% of the school population of 608. A **range of programs** have been established and maintained through the appointment of a Head of Indigenous Education. These programs include AIME, P-Plate, EATSIPs, links with the Stronger Smarter institute, FOGs and Gold Coast Titans. These programs seek to focus the school's commitment to improved achievement, attendance and engagement for all students in particular Aboriginal and Torres Strait Islander students.

In 2012 total attendance for indigenous students was 79.7%. This attendance figure represents a maintaining of 2011 figures but also represents a .3% closing of the gap when compared to attendance figures for non-indigenous students (85.5%). This indicates the school is indeed "closing the gap" and expectations are high that this trend of improvement will continue in 2013.

Indigenous **student achievement gap** in the years 9 NAPLAN tests at Loganlea SHS was significantly smaller than both regional and state figures. In particular in the field of writing **Indigenous student achievement** at Loganlea SHS was in fact **significantly superior to non-indigenous students**. Similarly in Numeracy the gap (12) was significantly less than that for the state (44) and the South Coast Region (29). Both of these areas attest to the excellent work the school is doing in the Literacy and Numeracy development of Indigenous students.

## Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	61%	76%	67%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	91	119	116
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP).	27	30	22
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	28	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	91	119	114
Number of students awarded an Australian Qualification Framework Certificate II or above.	66	93	92
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	62	95	84
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	33%	50%	50%
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%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	86%	96%

As at 2 May 2013. The above values exclude VISA students.\

Exiting student outcomes at Loganlea SHS is 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 a Certificate 1 level Vocational Education qualification. This standard is far in excess of the Regional averages of 82%. The school also supports students to achieve higher qualifications with **115 Certificate 2 qualifications or higher** within the cohort of 116 students. These figures 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 in 2012 the school reached a QCE attainment of **73% in 2012**. In 2013 the school will introduce a new database of student tracking in the hope of seeing even more students reach their goal of QCE attainment at exit.

In 2012 the school also continued focused efforts to **improve OP results** through new processes of student support and preparation for the QCS test. These processes working with the assistance of external providers realized the vision of improved QCS test and OP achievement with **a significant increase in the number of students achieving OP 1 – 5**. The schools’ efforts to continue to refine this program of QCS preparation should see further improvements in student OP performance in 2013.

### Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	1	3	5	8	10
2011	2	2	11	13	2
2012	3	2	6	6	5

As at 2 May 2013. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	84	63	15
2011	102	84	36
2012	112	91	24

As at 2 May 2013. The above values exclude VISA students.

### Certificate courses offered at the school include:

Certificate I in Conservation and Land Management  
 Certificate I in Hospitality  
 Certificate I in Information Technology  
 Certificate I in Work Readiness  
 Certificate I in Rural Operations  
  
 Certificate II in Agriculture  
 Certificate II in Business  
 Certificate II in Conservation and Land Management  
 Certificate II in Information Technology  
 Certificate II in Workplace Practices  
 Certificate II in Work Education  
  
 Certificate III in Information Technology  
 Certificate III in Fitness

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

Certificate I in Engineering  
 Certificate I in Construction  
 Certificate I in Plumbing Services  
  
 Certificate II in Community Recreation  
 Certificate II in Hospitality  
 Certificate II in Library and Information Services  
 Certificate II in Automotive  
 Certificate II in Retail  
 Certificate II in Food Processing  
 Certificate II in Companion Animals  
 Certificate II in Automotive Mechanical  
 Certificate II in Automotive Vehicle Body  
 Certificate II in Construction Pathways  
 Certificate II in Fashion Design  
 Certificate II in Furniture Making  
 Certificate II in Hairdressing  
  
 Certificate III in Retail  
 Certificate III in Business Administration  
 Certificate III in Automotive Mechanical Tech  
 Certificate III in Hairdressing  
 Certificate III in Computer Aided Drafting  
 Certificate III in Children's Services  
 Certificate III in Design Fundamentals  
 Certificate III in Events  
 Certificate III in Live Production  
 Certificate III in Music Industry Studies  
 Certificate III in Design Fundamentals  
 Certificate III in Tourism  
 Certificate III in Justice Administration  
  
 Diploma of Engineering (Technical)  
 Diploma of Interactive Media

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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 incorporated into this Report in September.

## Early leavers information

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 Transitions Office. This staff of this office which includes the school VET coordinator, Senior Schooling HOD and administrative support assist students with a range of skills required to succeed in work transition. These skills include resume writing, interview skills and job specific skills. The Transitions Office continues to 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 who left the school before completion of their course of study in 2011 were tracked through the Transitions office and the BEACON "no-dole" program. Of these students:

- 33% moved to other secondary schools due to family members moving interstate or within the state
- 12% commenced full-time work, an traineeship or apprenticeship
- 9% commenced study through a TAFE provider