



Postal address	Neridah Street Loganlea 4131
Phone	(07) 3451 8777
Fax	(07) 3451 8700
Email	the.principal@loganleashs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Belinda Leavers, Principal

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 700 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 2011. In this way demonstrating how Loganlea SHS exemplifies its goals of making a difference for every student.

School progress towards its goals in 2011

In 2011 Loganlea SHS continued to formalise **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.



In 2011 Loganlea SHS continued to develop and implement initiatives within the federally funded **National Partnerships agreement**

which provided financial assistance to unique human resource and learning models. In 2011 this program continued to see the benefits of the role of Literacy Coach and established a "Queensland first" Head of Indigenous Education position. This program also supported Transitions and Engagement officers which performed important roles in the school. These personnel and programs contributed significantly to a range of enhanced student outcomes in 2011, in particular supporting **attendance improvements** from 85.3% to 86% an important confirmation of improving attendance improvements from the 2009 attendance figure of 78%.

2010 saw the completion of State Schools of Tomorrow Grant projects to redevelop the school library into a state of the art **eLearning Centre** and refurbish the **school science centre** to meet the projected demands of investigation based learning. In 2011 the school established teaching and learning practises designed to make the best use of these new facilities, in particular activity and experiment based learning in science and digital pedagogies in the e-learning centre. The value of these efforts can be seen in the 2011 School Opinion Survey in which both student and parents' satisfaction improved to well above state wide figures in curriculum, pedagogy and learning climate. The benefits of this increased exposure to experiment based learning, was evidenced by Loganlea SHS first place in the Regional 2011 Science and Engineering Challenge and dramatic improvement in year 9 Science QCAT results.



In 2011 construction on the Federally funded **Hospitality Trade Training Centre** commenced and is on schedule for completion on schedule in early 2012. This state of the art centre will ensure the young people of Logan City remain competitive and secure worthwhile careers in a diverse range of jobs in catering and hospitality.

School Wide Positive Behaviour Support continues to respond to school data to develop a safe, respectful and responsible learning environment. In particular in 2011 new processes were established to positively reward appropriate student behaviours in a number of different ways. The Loganlea SHS rewards points program was introduced in term 1, 2011 and contributed to positive experiences in a number of school climate and individual events. In 2011 targeted support programs were also introduced to respond to Fire Lighting behaviours (FLIP) and unsafe rail behaviours (OFFLINE). Both programs contributed significantly to reduced incidents of these unsafe practises.

The school continues to maintain **strong partnerships** with Griffith University, University of Queensland Gatton Agricultural College, Metropolitan South Institute of TAFE and business and industry through ABC Network, Beacon and the Ardoch Foundations to enhance student pathways and post school options.

2011 NAPLAN data informed targeted interventions in literacy/numeracy in the Middle Phase of learning. Using this data and focused teacher support through YUMI Deadly Maths and EMM teachers have been provided with pedagogy particularly affective for ATSI students as well as students with previously a poor understanding of mathematical concepts.

Literacy development in 2011 focused on staff working closely with the **Literacy Coach** to use data (including PAT R) and internal moderation to drive student improvement. In addition to this programs were introduced in the beginning of the three step Tactical Teaching of Literacy to be completed by all teaching staff across the school and MultiLit a targeted intervention program for students with below mean literacy skills.

In 2010 Loganlea SHS was recognised and awarded the **first prize of \$250,000 in the statewide Our Healthiest Schools Category**. As such the school grounds and facilities teams identified plans for innovative use of these funds establishing new outdoor fitness areas and equipment and renewal of spaces designed to link with the new trade training centre and existing early childhood play environments. In addition part of school focus on student health and well-being included the introduction of "Love Bites" an innovative relationships support program for all year 10 students facilitated by the School Based Youth Health Nurse and a range of external health providers

In 2011 the **appointment of Head of Indigenous Education** Ms Michelle Daylight through National Partnerships continued Loganlea's development of programs such as AIME, P-Plate, EATSIPs implementation and links with the Stronger Smarter institute, FOGs and Gold Coast Titans. This decision and the extensive and targeted support for Indigenous Students 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.

Loganlea's designation as a **Gateway School of Excellence in Agricultural Education** and links to the Agricultural Training Group will continue to lead the investigation of new outcomes and certification for students within the Agriculture program. In 2011 development of new training opportunities will cater to previously undeveloped skill sets desirable and recognised by industry, such as muster skills on horse and quad bike, light mechanics (chainsaw) and application of chemical tickets.

The outstanding commitment of Loganlea SHS staff to extra-curricular activities saw in 2011 preparation for the re-introduction of a full school musical in addition to the existing diverse range of performances that continue to bring credit to the school and give students opportunity for significant personal development.

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

Future outlook

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

- **Targeted improvement in student Literacy/Numeracy** through the use of explicit strategies using data to inform practice across the curriculum, completion of a “whole of staff” professional development program “Tactical Teaching of Literacy” and expanding the program of individual Literacy interventions through MultLit
- **A focus on the core business of teaching and learning** by encouraging and enabling staff to student ‘Engagement and Connectedness’ using best practice in pedagogy and data to inform planning, practice and programs.
- **Improving student participation** through the continuation of NP proposals and staffing and a focus on rigorous processes to tackle student attendance, engagement and participation.
- **Improvement in the overall behaviour** of students and thus the valuing of education utilising the SWPBS program, in particular in the use of weekly positive and negative behaviour figures to inform school practise and processes, developing templates of staff referral process and guidelines and appropriate staff PD to initiate restorative conversations.
- **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, individual student case management and post-schooling pathways programs to meet aligned systemic targets and national goals. These goals include maintaining the schools excellence in 100% 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 College 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** through a continued school focus on the sourcing, valuing and supporting of staff so that all can give of their best. 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

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
701	338	363	87%

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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	NA
Year 4 – Year 10	21.1
Year 11 – Year 12	18.5
All Classes	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	413
Long Suspensions - 6 to 20 days	49
Exclusions	17
Cancellations of Enrolment	17

These figures in comparison to 2010 data represent significant decreases in both short term (3%) and long term 21% suspensions.

Curriculum offerings

Our distinctive curriculum offerings provide a full and comprehensive education for all students.

Points of Differentiation structures 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, Nyumba Bugir Anga “Teaching Clearly” – a centralised, community-driven focal point of Indigenous Education.
- ✓ Executive Mentoring programs for the Senior Phase academic subjects

In the Middle School core curriculum offerings available in most schools 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 School, 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.

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
- ✓ Participation in a range of external character development - camp based programs through Connect, Outward Bound and other providers
- ✓ Structured personal development and leadership programs for all students.
- ✓ Career development program 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 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 coordinator 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, Year Coordinators, 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.

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 **2011 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 making a difference for every student.**

Parent, student and teacher satisfaction with the school

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

Parent satisfaction returned the highest levels of school satisfaction with **85%** of parents reporting their child is **getting a good education**, **92%** reporting they are satisfied with the **quality of teaching** their child receives and **96%** reporting that the school provides **good learning opportunities** for their child. 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 far in excess of state school averages.

Student satisfaction returned in 2011 also reported high and improving levels of student satisfaction. **70%** of students reported that they are satisfied they are **getting a good education** at school, **73%** with the opportunities available to **make decisions about their learning** and **79%** with the **variety of subjects/courses** the school offers. Again each of these figures can be considered as very high measures of school satisfaction and are significantly higher the state school averages.

Staff satisfaction reported in 2011 continues to improve in a number of key areas. In particular all item responses in the area of **Physical Work Environment** show higher staff satisfaction than the 2010 figures. **90%** of staff state they have **good working relationships** with other staff and **87%** 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 respect to the **information technology systems and maintenance**. School planning for processes of focused professional training and other staff development employed in 2011 should see the staff satisfaction figures in this area further improve in 2012.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	85%
Percentage of students satisfied that they are getting a good education at school	70%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%
Percentage of staff members satisfied with morale in the school	66%

Involving parents in their child's education

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

Welcoming parents to student centred activities at school - Recitals, Gala Evenings, School Musicals, Achievers Award Ceremonies, ANZAC and Remembrance Day ceremonies, Academic and Sporting Awards Ceremonies, Sports Carnivals and Show Team activities

P & C meetings held each month conducted briefly to encourage positive attitudes to attendance

Parent representation in the development of the 4 Year Strategic Plan, School Wide Positive Behaviour Support Program and Vocational Education Audits.

"Have Your Say" days initiated to gather parent and community feedback with respect to key operations of the school

Parent Teacher interviews held twice yearly

Regular newsletters mailed to parents and posted on the school website

The Indigenous Knowledge House Program making personal links with parents and community

Subject Selection/Information evenings/Careers expos

Year 10 SET Plan interviews conducted through consultation with parents and students

Use of ID Attend to track student attendance with absence and lateness communicated to parents via daily text messages

SMS messaging to keep parent informed of day to day school operations and upcoming events

Trialling of online parent contact and interview booking systems

"Week 8 is great" program each term where staff are challenged to make calls to parents of students who are progressing well in classes

Program of teacher intervention through calls to parent regarding student progress

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 2011 in line with school priorities to **increase the number of IT platforms** in the school. This approach has resulted in increase electricity use both directly and with respect to the **air conditioning** associated with these technology rooms.

The school grounds and maintenance committee planning has identified systems of waste water harvesting from on-site industrial practises. The effectiveness of these strategies is evidenced by the **reduction in water use** experienced in 2011.

These strategies will continue to enhance sustainable practises for environmental resource management within the school.

Environmental footprint indicators, 2010-2011

	Electricity (KwH)	Water (KL)
2011	570,891	3,615
2010	220,765	4,614
% change 10 - 11	159%	-22%

Staff composition, including Indigenous staff

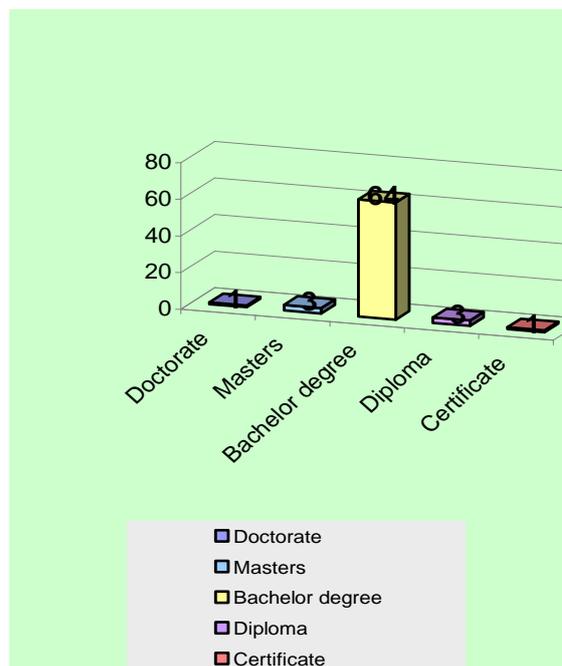
The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. As a school Loganlea SHS is committed to excellence in teaching and learning. As such the school is heavily involved in teacher training and actively pursues high performing staff.

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.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	72	41	10
Full-time equivalents	64	30	10

Qualifications of teaching staff

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	64
Diploma	3
Certificate	1



Expenditure on and teacher participation in professional development

The total school funds expended on teacher professional development in 2011 was \$25298.36. This figure includes funding from the general school grant allocation and as part of the National Partnerships funding.

The major professional development initiatives at Loganlea SHS in 2011 are as follows:

- SWPBS training to drive continued positive school wide processes
- 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
- Essential skills training for classroom teachers
- BEACON leadership training for year 10 mentors
- Non-violent crisis intervention
- Inquiry based learning for middle school students
- 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
- Proactive teacher development with respect to whole school Action Against Bullying
- Professional leadership development with respect to excellence in indigenous education through the Stronger Smarter institute and Dare to Lead
- Whole of school teacher development through a literacy across the curriculum project
- Middle school literacy training through the reading project
- 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 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was **95%** in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, **91%** of staff was retained by the school for the entire 2011 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

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 86%.

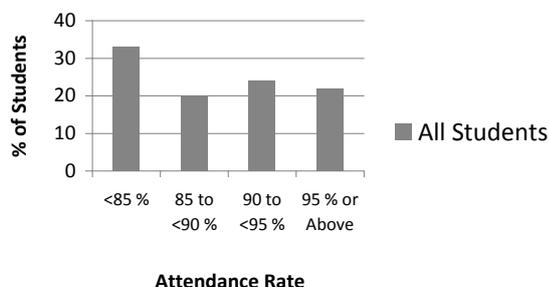
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
86%	86%	85%	87%	85%

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 improving from 85% (2010) to 86 (2011), 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 meet the **school target attendance of 95%**.

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

- ✓ Roll marking undertaken initially 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 notified of absences/lateness via text message as a request to provide information to the school to explain this absence
- ✓ From this point in the day onwards, teachers marking rolls in each of the 4 lessons taught through the ID Attend electronic roll marking system. This system tracks student attendance by name and the students' photographic image, records lateness, and produces early leave and toilet passes
- ✓ Students' unexplained absences for entire days or individual lessons followed up by school staff including the attendance officer, deans of students and care group teachers
- ✓ Monitoring student attendance and if ongoing concern exists students' names 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)
- ✓ As part of the National Partnerships agreement Loganlea SHS employs Engagement and Transition officers. The role of the Engagement officer is 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.

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/>.

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

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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 2011 the school had a cohort of 89 indigenous students which represents 12.5% of the school population of 711. 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 2011 total attendance for indigenous students was 80.4%. This attendance figure represents a significant increase of 3.3% from the 77.1% attendance in 2010. Although a gap of 5.6% currently exists in comparison to the attendance statistics of non-indigenous students (86.4%) the percentage of **improvement in indigenous attendance** is greater than that for the non-indigenous students. This indicates the school is indeed “closing the gap” and expectations are high that this trend of improvement will continue in 2012.

Student achievement in years 9 QCAT tests can be reported as a percentage of students achieving a grade of C or better in English, and Science. In this measure, indigenous students at Loganlea SHS **showed significant improvement** in 2011, with 23.4% more student achieving this “passing” grade.

In 2011 at Loganlea SHS the school **apparent retention** for indigenous students was **35% above** that for non-indigenous students. This figure represents in real terms an increase in the number of indigenous students from year 10 to year 12 and **denotes best practise** across the state. This figure for apparent retention is far in excess of State and South East Region school averages. In this area of schooling Loganlea SHS has indeed closed the gap. Loganlea SHS will continue to maintain programs and appropriate intervention to continue to support overall student and in particular indigenous student retention.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 82%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	119
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	30
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	28
Number of students awarded one or more Vocational Educational Training qualifications.	119
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	93
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	95
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%

Exiting student outcomes at Loganlea SHS is an area of focused attention in line with the school values of “**making a difference for every student**”. Evidence of this philosophy can be seen in that in 2011 and for the past 5 years **all exiting students (100%)** have achieved 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 the 93 certificates achieved able to be represented as **78%** of the cohort **achieving a Certificate 2 qualification** or higher. Again these figures represent **best practice in the area of vocational education**.

This school philosophy of valuing individual attainment also drove innovative approaches to student **QCE attainment**. Through a range of new processes and monitoring systems in 2011 the school saw an amazing improvement in QCE attainment from 68% in 2010 to **80% in 2011**. In 2012 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 2011 the school also embarked on an intentional effort to **improve OP results** through new processes of student support through the QCS test. This process with the assistance of external providers realized the vision of improved QCS test performance and a corresponding **increase in school percentage of OP 1 – 15** from 33% in 2010 to 50% in 2011. The schools efforts to continue to refine this program of QCS preparation further improvements are expected for 2012.

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
2	2	11	13	2

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
102	84	36

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 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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, Get Set for Work Courses, 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:

- 66% moved to other secondary schools due to family members moving interstate or within the state
- 21% commenced full-time work, an traineeship or apprenticeship
- 13% commenced study through a TAFE provider