

# Loganlea State High School

## Queensland State School Reporting

### 2013 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 550 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 2013, in this way demonstrating how Loganlea SHS exemplifies its vision of... **making a difference for every student**.

### School progress towards its goals in 2013

As identified in the school's Annual Implementation Plan (AIP) Loganlea SHS as a community committed to an **unrelenting focus on the core elements of education, literacy and numeracy**. Literacy development in 2013 emphasised the use of data and a greater focus on internal moderation to drive student improvement. Teachers' use of data was emphasised through the unique school "**Know Your Students**" **database** used to personalise learning approaches and drive literacy development. The school also developed plans for a **Signature Program** for targeted development of gifted and talented students with advanced skills in reading comprehension and writing. In numeracy NAPLAN and Pat – M data informed targeted interventions in the Middle Phase of learning. Using this data and focused teacher support through the YUMI Deadly Maths XLR8 program and EMM teachers, have been trained and provided with curriculum and pedagogy developed in collaboration with the Queensland University of Technology. The ways of working developed in this program have been proven by research to be particularly affective for all students but in particular those with a previously poor understanding of mathematical concepts.

At Loganlea SHS **School Wide Positive Behaviour Support** continues to respond to school data to develop a safe, respectful and responsible learning environment. 2013 represented the first full year in a new program (CRED), recognising positive student behaviours. The CRED (Community Recognition of Excellent Deeds) program contributed significantly to a more positive school climate and led to improved student attendance and participation in individual school events. In 2013 the school continued its progression to SWPBS Tier 2, thereby establishing processes for the targeted application of the wide range of support programs available to students. Such programs contributed significantly to reduced incidents of unsafe practices.

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In 2013 the Federally funded state of the art **Hospitality Trade Training Centre**, was officially opened. This centre and the targeted human resource decisions implemented continue ensure the young people of Logan City remain competitive and can secure worthwhile careers in a diverse range of jobs in catering and hospitality.

In 2013 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. These programs and the school's commitment to quality Vocational Training saw 100% of students graduate with a VET certificate and 99% of students with a QCE (Queensland Certificate of Education).

In 2013 the school **grounds and facilities** team progressed plans for establishing new outdoor fitness areas and equipment, and completed the construction of facilities linking the Trade Training Centre and existing early childhood play environments. The

facilities team also worked with the Flying Start officers to complete A refurbishment of C-block to create a unique space purpose designed to meet the needs of the new junior secondary curriculum.

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

In 2013 the school completed its system wide Teaching and Learning Audit. The results of this audit reflected the hard work of the administrative and teaching staff and the school's agenda of continuous improvement. In fact the school was recognised for its **outstanding explicit improvement agenda, the effective use of data** to inform teaching and learning, the systematic curriculum delivery and **the highly effective teaching practises**.

In 2013 the work of **Head of Indigenous Education** Ms Michelle Daylight continued to drive support programs such as AIME, EATSIPs implementation, and links with the Stronger Smarter institute, FOGs and Gold Coast Titans. The extensive and targeted support for Indigenous student outcomes supported Loganlea SHS' identification as "A Centre for Excellence in Indigenous Education". This designation continues to focus the school's commitment to improved achievement, attendance and engagement for all students but in particular Aboriginal and Torres Strait Islander students. In 2013 Ms Daylight was also instrumental in the establishment of an indigenous dance group that provided a significant forum for expression of student's ideas and connection with school and community.

In fact in a variety of areas the outstanding commitment of Loganlea SHS staff to **extra-curricular activities** continued in 2013 with the performing arts department involved in a variety of dance eisteddfods and vocal performance competitions, commitment to sports through the Logan District Secondary school sports, The Loganlea Youth Development (Lifesaving) Program, the agriculture department involved in country shows and the rural horizons program, and the Science and Maths Department involved in The Big Science Competition, The Australian Mathematics competition, The Titration Chemistry Competition and the Science and Engineering challenge. In all of these areas Loganlea SHS students competed with distinction and achieved excellent results, but even more importantly learnt a lot about themselves.

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



# Queensland State School Reporting

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### Future outlook

Key Priorities identified in the Loganlea SHS Four Year Strategic Plan 2014 – 2017 include:

- **Powerful learning and innovative curriculum delivery**
  - a) continued implementation of the school pedagogical framework
  - b) further development of the school culture of data driven student performance improvement
  - c) establishing school wide literacy and numeracy strategies
  - d) establishing a “Signature Program” for gifted and talented students in in the transition of Junior to Senior secondary students
  
- **Strong sense of community, engaged partners, and increased enrolments**
  - a) Implementing a “One Caring Adult” strategy to continue the school development of case management and support models for all students
  - b) continue the Tier Two implementation of “School Wide Positive Behaviour Program” processes
  - c) developing a comprehensive marketing and electronic media presence to raise community awareness of excellent school programs and results
  
- **Exceptional Staff**
  - a) Implement a revised Performance Development Program (DPF) aligned with the AITSL standards and descriptors to support professional growth
  - b) introduce whole of school professional development and mentoring models to align pedagogy to teaching Junior Secondary students
  - c) develop a focused Junior Secondary Team to work with Peer Reviewers to prepare the school community for year 7 students arriving in 2015
  
- **Corporate Excellence and Sustainability**
  - a) Designing a master plan for the campus including the purpose built Junior Secondary precinct and Student Services precinct
  - b) Reviewing and improving systems and processes to ensure continued excellence in customer/client service
  - c) Initiate processes leading to community behavioural change and a reduction of the school carbon footprint and other markers of environmental responsibility





## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	701	338	363	86%
2012	604	280	324	80%
2013	571	278	293	84%

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

Many students of the school are assisted in their chosen pathways to pursue Vocational Education and Training through our Transitions Office. Equally 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		
	2011	2012	2013
Year 7 Secondary – Year 10	21	19	22
Year 11 – Year 12	19	18	19

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	413	440	273
Long Suspensions - 6 to 20 days	49	59	62
Exclusions	17	28	19
Cancellations of Enrolment	0	0	7



The School Disciplinary Absences at Loganlea SHS for 2013 point to the positive impact of the schools continuing work in the School Wide Positive Behaviour School Process. In particular in 2013 the school formalised processes in a new "CRED card" positive points system designed to intentionally reinforce and reward students' positive behaviours in the school including, attendance, community service and appropriate classroom behaviours. These processes and the schools continuing work in developing a school culture of mutual respect between student and staff realised a 38% reduction in short term suspensions and 33% reduction in exclusions from the previous year. The figures for Cancellation of Enrolment reported above as an increase from 0 to 7 is indicative of changes in methods of data collation processes as opposed to actual increases in Cancellation of Enrolment. School data for Cancellation of Enrolment shows little change from figures for 2012 to 2013.

## Curriculum offerings

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

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

- ✓ The Loganlea SHS Agribusiness Gateway School of Excellence offering an Agribusiness curriculum with significant links to 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 ACARA include English, Maths, Science and Social Sciences. This core is enhanced by specialist programs unique to Loganlea SHS including:

- ✓ Agricultural Science, Animal Husbandry
- ✓ Visual Art, Digital Art and Design, Dance, Drama, and Music
- ✓ Industrial Technology and Design, Craft Technology, Computer Digital Technology, Business, Health and Physical Education, Health and Nutrition

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:

- ✓ Furnishing, Industrial Technology Studies
- ✓ Agricultural Science, Agriculture, Conservation and Land Management, Agribusiness
- ✓ Information and Digital Media, Business Communication Technology, Business, Active Volunteering, Work Education
- ✓ Music Industry Skills, Dance, Dance Studies, Visual Arts, Visual Arts Studies, Film and TV, Media, Media Studies, Drama, Drama 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.

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

### 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.
- ✓ A vibrant arts programs offering students access to instrumental music, vocal groups, dance eisteddfods and other performances, and art waves exhibitions. Each of these activities see students performing in a variety of school and community events
- ✓ The Cattle Show Team involving handling and showing animals at rural agricultural shows
- ✓ Maths and Science competitions, titration events, the Engineering challenge and Science days of excellence.
- ✓ Participation in a range of external sports competitions for example 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
- ✓ A range of external personal development - camp based programs through Connect, Outward Bound and other providers
- ✓ A structured personal development and leadership programs for all students and career development programs 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 2013 students were able to access over 550 networked computers and laptops a ration 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 year 10 students in leadership programs and the "No Dole" agreement.

**Health Promotion and Physical activity** at Loganlea SHS is supported through participation in inter school and social sport, the school gym, 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 SHS takes a **proactive stance against bullying** with all students signing an anti-bullying agreement upon enrolment. Beginning students complete an intensive orientation program designed to assist students to establish positive and productive partnerships with both staff and other students of the school. In 2013 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 held each term to give student the opportunity to reflect on school programs and progress. The council and these forums also provide an avenue for students to demonstrate their leadership ability.

The extremely high levels of parent, student and staff satisfaction with the school as reported in the **2013 State School Satisfaction survey** presented following speak of the positive and supportive school climate and community.

**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 **93%** 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 **93%** reporting that the school staff **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 2013 also reported high and improving levels of student satisfaction. **96%** of students reported that they are satisfied they are **getting a good education** at school, **97%** that school staff **expect students to do their best** and in alignment with the School Discipline Absences information, **student perceptions that student behaviour is well managed at their school increased by 17%**. **Both parents (100%) and students (92%) agree that the school is well maintained**. Again across most measures of student satisfaction, school figures are comparable to or higher than state school averages.

Similarly to school trends in parent and student satisfaction, staff satisfaction reported in 2013 is very high. **97%** of staff state **they enjoy working at the school** and **99%** that **students are encouraged to do their best at their school**. **Significantly however school staff are aware and supportive of the schools focus on continual improvement with 99% of staff reporting the school is always looking for ways to improve**. School planning for processes of focused professional training and staff development in 2013 may see further increases in staff satisfaction in 2013.

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

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	93%
this is a good school (S2035)	92%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	88%	100%
their child's learning needs are being met at this school* (S2003)	83%	86%
their child is making good progress at this school* (S2004)	87%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	86%
teachers at this school motivate their child to learn* (S2007)	91%	86%
teachers at this school treat students fairly* (S2008)	96%	93%
they can talk to their child's teachers about their concerns* (S2009)	96%	93%
this school works with them to support their child's learning* (S2010)	83%	93%
this school takes parents' opinions seriously* (S2011)	83%	92%
student behaviour is well managed at this school* (S2012)	88%	86%
this school looks for ways to improve* (S2013)	92%	86%
this school is well maintained* (S2014)	92%	100%

<b>Performance measure</b> (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	85%	96%
they like being at their school* (S2036)	86%	93%
they feel safe at their school* (S2037)	85%	89%
their teachers motivate them to learn* (S2038)	86%	96%
their teachers expect them to do their best* (S2039)	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	94%
teachers treat students fairly at their school* (S2041)	71%	82%
they can talk to their teachers about their concerns* (S2042)	64%	80%
their school takes students' opinions seriously* (S2043)	67%	82%
student behaviour is well managed at their school* (S2044)	57%	74%
their school looks for ways to improve* (S2045)	89%	95%
their school is well maintained* (S2046)	74%	91%
their school gives them opportunities to do interesting things* (S2047)	89%	92%

#### **Performance measure**

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	77%
students are encouraged to do their best at their school (S2072)	99%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	84%
staff are well supported at their school (S2075)	83%
their school takes staff opinions seriously (S2076)	82%
their school looks for ways to improve (S2077)	99%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	88%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 parental attendance
- Encouraging parent representation in the development of the 4 Year Strategic Plan through the school "Have Your Say Day" Forum, School Wide Positive Behaviour Support Program Committee and Vocational Education Audits.
- Promoting Parent Teacher interviews held twice yearly supported by efficient and accessible online booking systems
- Distributing regular newsletters communicated electronically to parents and posted on the school website
- Maintaining the Indigenous Knowledge House Program making personal links with parents and community
- Holding annual Subject Selection, Information evenings and Careers expos
- Organising Year 10 SET Plan interviews conducted through consultation with parents and students
- Utilising the ID Attend program to track student attendance with absence and lateness and communicating to parents via daily text messages
- SMS messaging to keep parents informed of day to day school operations and upcoming events
- Promoting a "Week 8 is great" program each term where staff are challenged to make calls to parents of students who are progressing well in classes
- Encouraging a school culture of teacher support and intervention through calls to parents regarding student progress

In 2013 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 2014 plans to increase the schools "web-presence" by developing and maintaining a "Facebook" page as a forum of highlighting the many excellent events and programs running in the school.**

## Reducing the school's environmental footprint

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Loganlea SHS continues to make every effort to minimise its environmental footprint. Professional development has helped staff to focus on energy efficiencies. **These efforts and the school decision to move away from desktop monitors to the more energy efficient laptops and LCD screens has in 2013 seen an amazing 36% reduction in school electricity consumption.**

Water consumption continues to change annually in relation to environmental conditions. Rainfall in 2013 was significantly reduced from 2012 and the school agriculture program supported through town water supply. The school grounds and maintenance committee planning has **identified plans for waste water harvesting from on-site industrial practises and rainwater harvesting.** These plans will continue to enhance sustainable practises for environmental resource management within the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	570,891	3,615
2011-2012	738,784	5,355
2012-2013	478,745	7,510

# Our staff profile

## Staff composition, including Indigenous staff

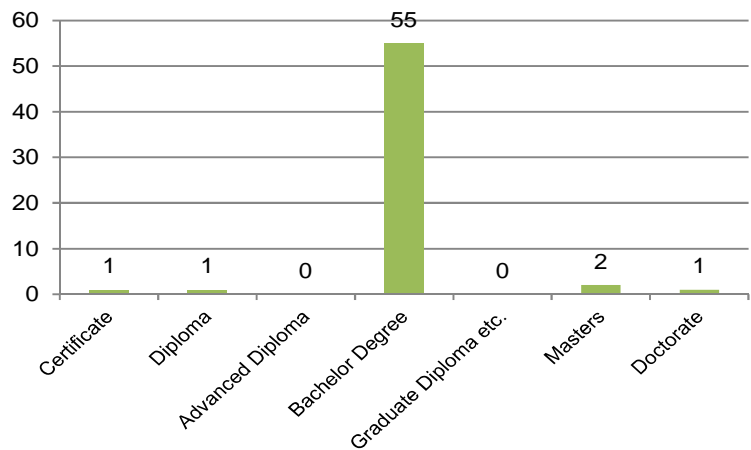
The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. As a school Loganlea SHS is committed to excellence in teaching and learning. As such the school is heavily involved in teacher training and actively pursues high performing staff.

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**, high performing Indigenous Teachers and teacher aides. These staff continue to contribute to the education of both indigenous and non-indigenous students alike.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	60	34	<5
Full-time equivalents	53	27	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	0
Bachelor Degree	55
Graduate Diploma etc.	0
Masters	2
Doctorate	1
<b>Total</b>	<b>60</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$24544.02 which represents almost 20% of the school grant allocation. 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
- Positive Behaviour Development (Jo Lange)
- XLR8 – Vertical programming in Junior Secondary Mathematics (Pr Tom Cooper)
- Professional leadership development with respect to excellence in indigenous education through the Smarter Stronger Leadership program
- Leadership team training and development (Sergio Marasca)
- Beginning teachers workshops and essential skills training for classroom teachers
- VET Cert IV in Training and Assessment to TAE upgrade and associated industry specific training and placement
- First Aid and CPR training or refresher program
- Certification training in state of the art ICT pedagogies and digital pedagogical licensing
- 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 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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 web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Performance of our students

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	86%	85%	82%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

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

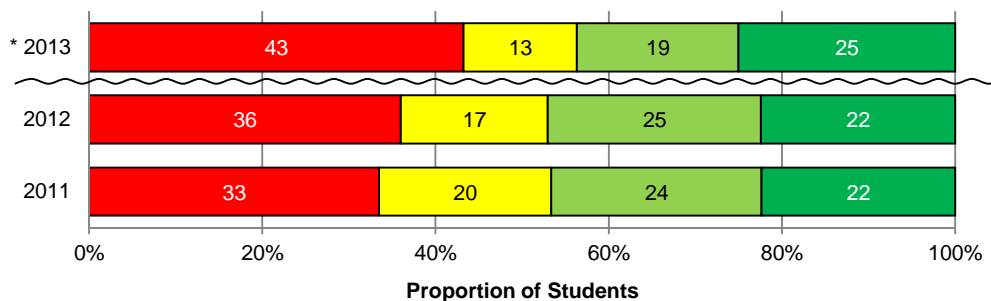
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								86%	86%	85%	87%	85%
2012								86%	84%	85%	83%	87%
2013								85%	81%	79%	82%	84%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.

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



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.



# Performance of our students

## 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. It is anticipated that these processes will lead further improvements in student attendance in 2014 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 are conducted by relevant Student Support Services members (i.e. Guidance Officer, Community Education Counsellor, YSC (Youth Support Coordinator), transition and engagement officers and the School Based Police Officer)

The role of these officers in the school 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 consider alternative educational or work options and where appropriate assist them to transition successfully to these post school options..

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. (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

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 the performance of indigenous and non-indigenous students is a key focus of Loganlea SHS. In 2013 the school had a cohort of 68 indigenous students which represents approximately 12% of the school population of 575. A **range of programs** have been established and maintained through the appointment of a Head of Indigenous Education. These programs include AIME, EATSIPs, links with the Stronger Smarter institute and the Learning Communities Project. 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.

Indigenous **student achievement gap** in the year 9 NAPLAN tests at Loganlea SHS was significantly smaller than the mean for all state figures. In particular in the field of writing, **Indigenous Student Achievement** at Loganlea SHS was comparable with **non-indigenous students**. In this field in particular the gap in NAPLAN scores of 3 points is far superior to the state school average gap of 54 points. 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.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	67%	80%

Outcomes for our Year 12 cohort	2011	2012	2013
Number of students receiving a Senior Statement.	119	116	89
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP).	30	22	14
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	28	20	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	119	114	88
Number of students awarded an Australian Qualification Framework Certificate II or above.	93	92	70
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	95	84	87
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.	50%	50%	57%
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%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%	96%	100%

As at 5 May 2014. The above values exclude VISA students.

### Outcomes for our Year 12 cohort

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



## Performance of our students

Evidence of this philosophy can be seen in the school's commitment to every student achieving at least one Certificate of Vocational Education qualification. This standard is far in excess of the Regional and state averages. The school also supports students to achieve higher qualifications with **112 Certificate II and 23 Certificate III** qualifications within the cohort of 89 students. Loganlea SHS Vocational Education Program was credited with the highest possible rating in AQTF audit processes, with particular commendation in the area of Information Technology. These features represent **best practice in the area of school based vocational education**.

This school philosophy of valuing individual attainment also drove innovative approaches to student **QCE attainment**. By maintaining a range of processes and monitoring systems the school reached a QCE attainment of **99% in 2013**. This figure is far in excess of local, regional and state schools averages. **The goal for 2014 and beyond is that the school maintains a service guarantee for 100% QCE/QCIA and Vocational Certificate attainment.**

In 2013 the school also continued focused efforts to **improve student OP results** through new processes of school wide development of Common Curriculum Elements (CCEs) and student support in preparation for the QCS test. These processes working with the assistance of external providers realized the vision of improved QCS test and OP achievement with **a significant increase in the percentage of students achieving OP 1 – 5 and OP 1 - 15**. The schools' efforts to refine these programs should see further improvements in student OP performance in 2014.

Aligned with these improvements are the flow-on effects in student's ability access to access further study post-school. **In 2013 100% of students making an application to tertiary study were successful in attaining a tertiary entrance offer.**

**The combination of the results detailed above attest to the school's ability to support every student, to achieve a range of educational and career outcomes.**

### 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
2011	2	2	11	13	2
2012	3	2	6	6	5
2013	2	1	5	6	0

As at 5 May 2014. 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
2011 (N=112)	102	84	36
2012 (N=116)	112	91	24
2013 (N=89)	75	66	23

As at 5 May 2014. The above values exclude VISA students.

## Certificate courses offered at the school include:

Certificate I in Business  
Certificate I in Conservation and Land Management  
Certificate I in Hospitality  
Certificate I in Information and Digital Media  
Certificate I in Work Readiness  
Certificate I in Rural Operations

Certificate II in Active Volunteering  
Certificate II in Agribusiness  
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 and Digital Media

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

Certificate I in Construction  
Certificate I in Engineering (Diesel Fitting)  
Certificate I in Plumbing Services  
Certificate II in Applied Fashion Design and Technology  
Certificate II in Automotive (Mechanical)  
Certificate II in Automotive (Vehicle Body)  
Certificate II in Companion Animals  
Certificate II in Communities  
Certificate II in Community Recreation  
Certificate II in Construction Pathways  
Certificate II in Engineering Production (Boiler Maker)  
Certificate II in Fashion Design  
Certificate II in Food Processing  
Certificate II in Furniture Making  
Certificate II in Hairdressing  
Certificate II in Hospitality  
Certificate II in Library and Information Services  
Certificate II in Printing and Graphic Art (Desktop Publishing)  
Certificate II in Retail

Certificate III in Agriculture (Dairy Farmer)  
Certificate III in Automotive Mechanical Tech  
Certificate III in Business Administration  
Certificate III in Business (Legal)  
Certificate III in Carpentry  
Certificate III in Commercial Cookery  
Certificate III in Community Services  
Certificate III in Computer Aided Drafting  
Certificate III in Children's Services  
Certificate III in Design Fundamentals  
Certificate III in Engineering Mechanical Trade (Machining)  
Certificate III in Events  
Certificate III in Hairdressing  
Certificate III in Horticulture (Landscaping)  
Certificate III in Hospitality  
Certificate III in Information Technology  
Certificate III in Justice Administration  
Certificate III in Live Production  
Certificate III in Media, Film and TV  
Certificate III in Music Industry Studies  
Certificate III in Retail  
Certificate III in Retail Operations  
Certificate III in Shop fitting  
Certificate III in Tourism

Diploma of Engineering (Technical)  
Diploma of Interactive Media





## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2013 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## Early 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 support students well after they have left the school, to continue to provide the best possible future outcomes for all students of Loganlea SHS.

Students in grades 10 – 12 who left the school before completion of their course of study in 2013 were tracked through the Transitions office and the BEACON "no-dole" program. Of these students:

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