

Loganlea State High School

Queensland State School Reporting

2014 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, belonging responsibility, 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 2014, in this way demonstrating how Loganlea SHS exemplifies its vision of... **making a difference for every student**.

School progress towards its goals in 2014

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 2014 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 trialled 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 (Elementary Maths Mastery), teachers have been trained and provided with curriculum and pedagogy developed in collaboration with the Queensland University of Technology. The ways of working developed in this program have been proven by research to be particularly affective for all students but in particular those with a previously poor understanding of mathematical concepts.

At Loganlea SHS **Positive Behaviour for Learning (P.B.L.)** continues to respond to school data to develop a safe, respectful and responsible learning environment. 2014 represented the second 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 2014 the school established a Tier 2 PBL team, 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. In 2014 the school continued to develop its understanding and use of **Community Service Interventions** as another method of promoting expected behaviours in the school, with very positive outcomes for the students involved.

In 2014 the federally-funded state of the art **Hospitality Trade Training Centre**, continued to deliver quality outcomes for students. This centre and the targeted human resource decisions implemented continue to ensure

the young graduates of Loganlea SHS remain competitive and can secure worthwhile careers in a diverse range of jobs in catering and hospitality.

In 2014 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 Agribusiness and links to the Agricultural Training Group continue to lead the investigation of new outcomes and certification for students within the Agriculture program. These programs and the school's commitment to quality Vocational Training saw **100% of students graduate with both a VET certificate and a QCE** (Queensland Certificate of Education) one of only 16 schools across the state to achieve this feat.



In 2014 the school **grounds and facilities** team finalized plans for the new outdoor fitness areas and equipment, to be completed in January 2015, and undertook landscaping and other infrastructure development in the space linking the Trade Training Centre and existing early childhood play environments. The facilities team also worked with the Flying Start officers to complete the refurbishment of C-block to create a unique space purpose designed to meet the needs of the new junior secondary curriculum.

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

In 2014 the school completed its system wide Vocational Education and Training 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 **explicit improvement agenda, effective use of data** to inform teaching and learning, systematic curriculum delivery and **the highly effective teaching practices in the VET area**.

In 2014 the work of **Head of Indigenous Education** Ms Michelle Daylight continued to drive support programs such as AIME, EATSIPs implementation, and links with the Stronger Smarter institute. The extensive and targeted support for Indigenous student outcomes supported Loganlea SHS' identification as "A Centre for Excellence in Indigenous Education". This designation continues to focus the school's commitment to improved achievement, attendance and engagement for all students but in particular Aboriginal and Torres Strait Islander students. In 2014 Ms Daylight was also instrumental in supporting the 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 2014 with the Performing Arts department involved in a variety of dance eisteddfods and vocal performance competitions, commitment to sports through the Logan District Secondary school sports, The Loganlea Youth Development (Lifesaving) Program, the agriculture department involved in country shows and the rural horizons program, and the Science and Maths Department involved in The Big Science Competition, The Australian Mathematics competition, The Titration Chemistry Competition and the Science and Engineering challenge. In all of these areas Loganlea SHS students competed with distinction and achieved excellent results, but even more importantly learnt a lot about themselves.

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

Future outlook

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

- **Powerful learning and innovative curriculum delivery**
 - a) continued implementation of the school pedagogical framework
 - b) further development of the school culture of data driven student performance improvement
 - c) reinforcing school wide literacy and numeracy strategies
 - d) implementing an expanded Literacy and Numeracy “Signature Program” for gifted and talented students in years 7 – 9
- **Strong sense of community, engaged partners, and increased enrolments**
 - a) reinforcing a “One Caring Adult” strategy to continue the school development of case management and support models for all students
 - b) continue the Tier Two implementation of “Positive Behaviour for Learning” processes
 - c) developing a comprehensive marketing and electronic media presence to raise community awareness of excellent school programs and results
 - d) continuing to promote links with industry and cooperate partners and feeder primary schools
- **Exceptional Staff**
 - a) Implement a revised Performance Development Program (DPF) aligned with the Australian Institute for teaching and School Leadership (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) Continuing future master planning for the campus including completion of the purpose built air-conditioned Junior Secondary and Student Services precincts
 - b) Reviewing and improving systems and processes to ensure continued excellence in customer/client service
 - c) Initiating processes leading to community behavioural change and a reduction of the school carbon footprint and other markers of environmental responsibility



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	604	280	324	80%
2013	571	278	293	84%
2014	524	262	262	83%

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 Uni-Reach, students who are tertiary aspirants are supported to reach their personal goals.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Year 8 – Year 10	19	22	20
Year 11 – Year 12	18	19	17

School Disciplinary Absences

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	440	273	246
Long Suspensions - 6 to 20 days	59	62	29
Exclusions [#]	28	19	14
Cancellations of Enrolment	0	7	38

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break (relevant in particular to cancellation of enrolment figures).

The School Disciplinary Absences at Loganlea SHS for 2014 point to the positive impact of the schools continuing work in the Positive Behaviour for Learning Process. In particular in 2014 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, the school’s use of **Community Service Interventions** as an alternative to suspension and the schools continuing work in developing a school culture of mutual respect between student and staff realised a **10% reduction in short term suspensions** (following on from a 38% reduction in 2013), a **53% reduction in long term suspensions** and 50% reduction in exclusions from 2012. The figures for Cancellation of Enrolment reported above as an increase from 7 to 38 is indicative of changes in methods of data collection processes as opposed to actual increases in Cancellation of Enrolment. School data held for Cancellation of Enrolment shows little change from figures for 2013 to 2014.

Curriculum offerings

Our distinctive curriculum offerings

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

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

- ✓ The Loganlea SHS Agribusiness Gateway School of Excellence offering an Agribusiness curriculum with significant links to the University of Queensland Gatton Agricultural College and Agriculture industry partners.
- ✓ The Indigenous Knowledge House, a Centre for Excellence in Indigenous Education – a centralised, community-driven focal point of Indigenous Education.
- ✓ The Catering and Hospitality Trade Training Centre – “Camp-fire Dreaming” offering a variety of front and back of house nationally recognised vocational education certificates
- ✓ The Technology and Business Program offering VET certificates to Business Certificate II and Certificate III Information and Digital Media
- ✓ The vibrant performing arts curriculum including a new Certificate II in Creative Arts
- ✓ An advanced LOTE program focusing on Mandarin (Chinese) links with sister schools in China and the Republic of China (ROC) and regular school language development trips to China and ROC.
- ✓ Executive Mentoring programs for 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:

- ✓ Science (with and Agricultural focus), Animal Husbandry and Mechanics
- ✓ 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 III) as a Nationally Registered Training Organisations (RTO), 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 Certificates, Traineeships and School Based Apprenticeships working with external RTO’s

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

Extra curricula activities

- ✓ The Loganlea Youth Development Program involving 25 students participating in programs for attainment of First Aid accreditation, CPR accreditation, Bronze Medallion, membership and service in the Queensland Surf Life Saving Association.
- ✓ A vibrant arts program, offering students access to instrumental music, vocal groups, dance eisteddfods and other performances, and art waves exhibitions. Each of these activities see students performing in a variety of school and community events
- ✓ The Cattle Show Team involving handling and showing animals at rural agricultural shows, and the Rural Horizons agriculture experience program working with community groups
- ✓ Australian Maths and Science competitions, titration events, the Engineering Challenge and Science Days of Excellence.
- ✓ Participation in a range of external sports competitions including futsal, rugby league and Indigenous sports carnivals
- ✓ A wide range of inter school sporting options as part of Logan District Secondary School Sports – swimming, athletics, cross-country, rugby league, touch, basketball, softball, volleyball, netball, soccer, futsal
- ✓ A range of external personal development/camp based programs through Connect, Outward Bound and other providers
- ✓ A structured personal development and leadership program for all students progressing from year 7 to year 12 with career development 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 2014 students were able to access over 550 networked computers and laptops at a ratio of 1 computer to 1 student (1:1).

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

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

Social Climate

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

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

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

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

An active **Student Representative Council** meets regularly to address student issues and provide input into school planning. This body is supported by student forums held each term to give student the opportunity to reflect on school programs and progress. The council and these forums also provide an avenue for students to demonstrate their leadership ability. The extremely high levels of parent, student and staff satisfaction with the school as reported in the **2014 State School Satisfaction survey** following speak strongly 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, and on many measures exceeded state school averages. In 2014 for the first time the School Opinion Surveys were conducted Online which represented a significant difference to previous methods of data collection.

Parent satisfaction with the school is very high with **88%** of parents reporting their child is **getting a good education and 92% of parents reporting that their child likes being at the school**. 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 state school averages**.

Student satisfaction returned in 2014 also reported high and improving levels of student satisfaction. **91%** 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 **92%** that the school does interesting things. **Both parents (96%) and students (92%) agree that the school is well maintained**. Again across most measures of student satisfaction, school figures are comparable to state school averages.

Similarly to school trends in parent and student satisfaction, staff satisfaction reported in 2014 is very high. **94%** of staff state **they enjoy working at the school** and **98%** 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 95% of staff reporting the school is always looking for ways to improve**. School planning for processes of focused professional training and staff development in 2014 will seek to maintain and even enhance staff satisfaction into 2015.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	91%	93%	83%
this is a good school (S2035)	92%	100%	88%
their child likes being at this school* (S2001)	100%	100%	92%
their child feels safe at this school* (S2002)	88%	100%	92%
their child's learning needs are being met at this school* (S2003)	83%	86%	88%
their child is making good progress at this school* (S2004)	87%	93%	71%
teachers at this school expect their child to do his or her best* (S2005)	96%	93%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	86%	79%
teachers at this school motivate their child to learn* (S2007)	91%	86%	79%
teachers at this school treat students fairly* (S2008)	96%	93%	78%
they can talk to their child's teachers about their concerns* (S2009)	96%	93%	91%
this school works with them to support their child's learning* (S2010)	83%	93%	83%
this school takes parents' opinions seriously* (S2011)	83%	92%	68%
student behaviour is well managed at this school* (S2012)	88%	86%	77%
this school looks for ways to improve* (S2013)	92%	86%	86%
this school is well maintained* (S2014)	92%	100%	96%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	85%	96%	91%
they like being at their school* (S2036)	86%	93%	90%
they feel safe at their school* (S2037)	85%	89%	89%
their teachers motivate them to learn* (S2038)	86%	96%	91%
their teachers expect them to do their best* (S2039)	97%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	91%
teachers treat students fairly at their school* (S2041)	71%	82%	75%
they can talk to their teachers about their concerns* (S2042)	64%	80%	71%
their school takes students' opinions seriously* (S2043)	67%	82%	75%
student behaviour is well managed at their school* (S2044)	57%	74%	58%
their school looks for ways to improve* (S2045)	89%	95%	91%
their school is well maintained* (S2046)	74%	91%	92%
their school gives them opportunities to do interesting things* (S2047)	89%	92%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	94%
they feel that their school is a safe place in which to work (S2070)		96%	94%
they receive useful feedback about their work at their school (S2071)		77%	78%
students are encouraged to do their best at their school (S2072)		99%	98%
students are treated fairly at their school (S2073)		97%	94%
student behaviour is well managed at their school (S2074)		84%	88%
staff are well supported at their school (S2075)		83%	88%
their school takes staff opinions seriously (S2076)		82%	85%
their school looks for ways to improve (S2077)		99%	95%
their school is well maintained (S2078)		96%	98%
their school gives them opportunities to do interesting things (S2079)		88%	95%

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

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

In 2013 staff specialising in digital media created a personalised postcard highlighting the excellent programs available at the school. This postcard in 2014 provided a focus for positive school interaction with parents. In addition in 2014 the school increased 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.

Planned enhancements for 2015 include the addition of a further reporting period at the end of term 3 to provide parent timely information to assist families with subject selection processes taking place in term 4.

Reducing the school's environmental footprint

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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

Water consumption continues to change annually in relation to environmental conditions. Rainfall in 2014 was significantly increased from 2013 with a corresponding decrease in the need for the school agriculture program to be supported through town water supply. The school grounds and maintenance committee planning in 2014 **implemented plans for rainwater harvesting through dam construction within the agriculture precinct**. These dams continue to enhance sustainable practises for environmental resource management within the school and have also been instrumental in improving herd weight in animals that form part of the agriculture program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011 - 2012	738,784	5,355
2012 - 2013	478,745	7,510
2013 - 2014	501,495	4,775

Our staff profile

Staff composition, including Indigenous staff

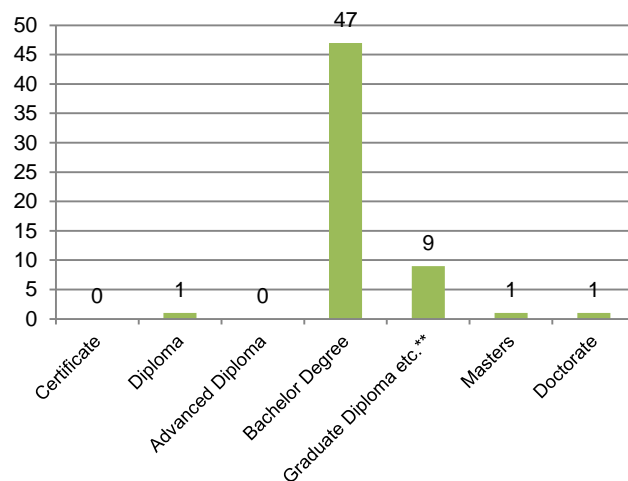
The staff figures below are based on the Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five. As a school Loganlea SHS is committed 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 Queensland's first **Head of Department Indigenous Education**, high performing Indigenous Teachers and teacher aides. These staff members continue to contribute immeasurably to the education of both indigenous and non-indigenous students alike.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	59	36	<5
Full-time equivalents	53	26	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.**	9
Masters	1
Doctorate	1
Total	59



*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 2014 were \$33541 which represents almost 20% of the school grant allocation. The major professional development initiatives are as follows:

Core priorities for all staff members included Code of Conduct and Child Protection, Asbestos Awareness, First Aid, Professional Learning Team processes and Curriculum Activity Risk Assessment. Targeted PD for various staff included:

- 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
- 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 skill requirements in the Agriculture industry

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	85%	82%	83%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

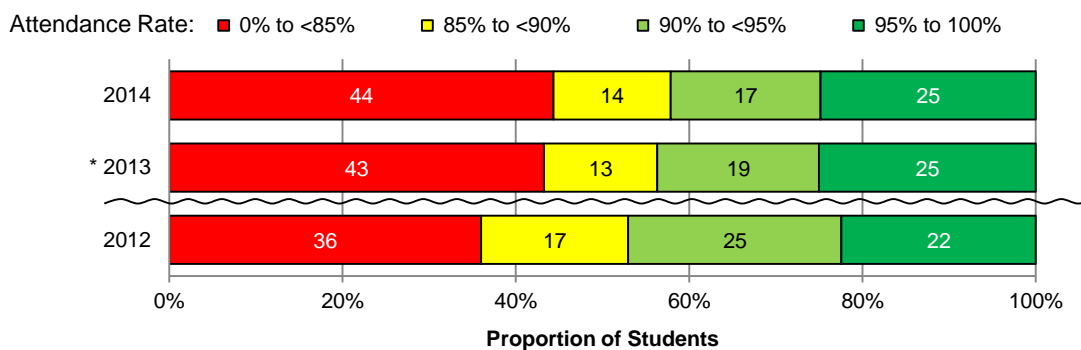
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2012	86%	84%	85%	83%	87%
2013	85%	81%	79%	82%	84%
2014	87%	84%	81%	79%	85%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

In particular however Loganlea SHS employs unique approaches which value the integral link between school attendance, student performance and individual student needs and abilities. It is anticipated that these processes will lead further improvements in student attendance in 2015 to approach the **school target attendance of 95%**.

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

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

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

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 2014 the school had a cohort of 60 indigenous students which represents approximately 12% of the school population of 528. 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.

The success of these programs is evidenced by a range of data sources. The school's **retention** of indigenous students is statistically similar to non-indigenous students and far superior to both the State (77% smaller gap) and South East Region (62% smaller gap). The Indigenous student achievement gap in all areas of the year 9 NAPLAN tests (Reading, Writing and Numeracy) at Loganlea SHS was significantly less than for the South East Region and the State. In particular in the field of **writing**, Indigenous Student Achievement gap at Loganlea SHS was **77% lower than the state** and **68% lower than the South East Region**. Similarly in Numeracy the school gap was significantly less than that for the state (70% lower) and the South Coast Region (48% lower). All of these areas attest to the excellent work the school is doing to promote Literacy and Numeracy development of Indigenous students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	80%	88%

Outcomes for Our Year 12 Cohort

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

Evidence of this philosophy can be seen in the school's commitment to **every student achieving at least one Certificate of Vocational Education qualification**. This standard is far in excess of the Regional and state averages. The school also supports students to achieve higher qualifications with **81 Certificate II and 28 Certificate III** qualifications within the cohort of 113 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 **100% in 2014**. This figure is far in excess of local, regional and state schools averages. **In fact the achievement of the year 12 cohort of 100% VET and 100% QCE attainment was achieved by only 16 schools (state or private) across Queensland in 2014.**

In 2014 the school also continued focused efforts to **improve student OP results** through new processes of school wide development of Common Curriculum Elements (CCEs) and student support in preparation for the QCS test. These processes, working with the assistance of external providers, action the vision of improved QCS test and OP achievement. The schools' efforts to refine these programs should see further improvements in student OP performance in 2015.

Aligned with these improvements are the flow-on effects in student's ability access to access further study post-school. **In 2014 94% of students making an application to tertiary study were successful in attaining a tertiary entrance offer.**

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

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	116	89	113
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	1
Number of students receiving an Overall Position (OP)	22	14	19
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	23	33
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	114	88	113
Number of students awarded an Australian Qualification Framework Certificate II or above.	92	70	92
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	84	87	112
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%	57%	42%
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.	98%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	100%	94%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	3	2	6	6	5
2013	2	1	5	6	0
2014	0	5	3	10	1

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	112	91	24
2013	75	66	23
2014	111	81	28

As at 19 February 2015. The above values exclude VISA students.

Vocational Education and Training at Loganlea SHS

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 2014 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 school leavers information

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

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

The school also supports transition to full time work in a wide variety of Vocational Education courses through the leading practice **Connections Office**. This staff of this office which includes the school 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 2014 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
- 4 moved interstate or overseas
- 12 commenced full-time work, an traineeship or apprenticeship
- 5 commenced study through a TAFE provider