Loganlea State High School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

From the Principal

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School overview

Loganlea State High School is a beautiful coeducational secondary school situated on 56 hectares of prime river front land. Centrally located in Logan City, the vibrant school has an enrolment of approximately 650 students in years 7 to 12 from a variety of cultural backgrounds.

At Loganlea SHS our aim is to provide the best education possible to all students, so that they become active and resilient citizens of the future, living out the school's vision of "… making a difference for every student". In this way, we seek to provide a well-rounded education with opportunities for intellectual, social and emotional development throughout the six vital years of high school.

Our diverse curriculum programs cater for each individual student and the academic program is complemented by sporting, cultural, recreational and leadership activities. At Loganlea SHS, we recognise that everyone is different, and that it is that difference that enriches our community. We want our students to challenge their minds, release their creativity, and embrace lifelong learning and growth.

At Loganlea SHS we are privileged to have enthusiastic and talented staff dedicated to teaching your children. It is with their help, support and guidance that your child will reach their full potential. As a community, we seek to work seamlessly with our families, the students and the school staff.

Loganlea SHS has outstanding facilities that support learning experiences unparalleled in other school sites, such as air conditioned high-tech classrooms, the award-winning Agriculture facility, and the "Campfire Dreaming" Restaurant, an industry standard Trade Training Centre in Hospitality. In addition the school's Connections program for senior phase students, offers opportunities for early access to traineeships and apprenticeships. In these and many other unique ways, we recognise the talents of all students and provide opportunities for them to be further developed.

Taking advantage of the school's unique and expansive grounds, we are leaders of learning in the Natural Environment. We advocate for nature-based learning across all curriculum areas and involve students in beach and bush camps wherever possible. We base this choice of learning approach on extensive research which shows the benefits of spending time in natural outdoor settings for learning and well-being, as well as improving student engagement in both classroom and outdoor settings.

Loganlea State High School is also well known for a range of other innovative specialist programs including targeted Literacy and Numeracy Enhancement affiliated with QUT, the Signature Excellence Program affiliated with the University of Queensland, the Performance Dance Troupe, Sport Development Programs, Knowledge House (Centre for Excellence in Indigenous Education) and being the only "metropolitan" Gateway School of Agribusiness.

Extensive partnership programs underpin and extend the work accomplished in classrooms. Significant corporate and industry partners include Beacon, the Australian Business Community Network (leadership mentoring), the Australian Indigenous Mentoring Experience (AIME), Surf Life Saving Queensland (supporting the school's iconic Logan Youth Development Program) and Griffith University (Business Program). These key partners provide significant opportunities and connections for our students, including preferred enrolment opportunities and guaranteed placements with Griffith University and the University of Queensland.

Come and experience … the Loganlea Way.

School progress towards its goals in 2018

As identified in the school's Annual Implementation Plan (AIP) Loganlea SHS is a learning community committed to an unrelenting focus on the core elements of education **- literacy and numeracy.** Literacy development in 2018 emphasised the use of data and a greater focus on internal moderation to drive student improvement. Teachers' use of data was emphasised through the OneSchool class dashboard which is used to personalise learning approaches and drive literacy development. The school also continued its support for a **Signature Program** for the targeted development of gifted and talented students with advanced skills in literacy, working with professional authors. 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 and Prime Futures programs 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 the XLR8 program have been proven to be effective for all students but in particular those with a previously poor understanding of mathematical concepts. Similarly the Prime Futures program has been instrumental in improving higher order thinking in the area of advanced mathematics.

In 2018 the state of the art **Hospitality Trade Training Centre**, continued to deliver quality outcomes for students. This centre continues 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.

At Loganlea SHS **Positive Behaviour for Learning (PBL)** continues to respond to school data to support a safe and respectful learning environment. In 2018 the school continued to promote a program of recognising and rewarding positive student behaviours. The CRED (Community Recognition of Excellent Deeds) program contributed significantly to a more positive school climate and this approach in conjunction with the end of term "rewards days" fostered a real sense of "fun" in the school but at the same time contributed to improved student attendance and greater participation in individual school events. The program also contributed significantly to reduced incidents of unsafe practices.

In 2018 the school **grounds and facilities**, the school's facilities team's focus on maintaining high quality teaching areas for all students led to refurbishing of the Experimental Investigation rooms, air-conditioning of the performance dance space and installing new lighting and large fans in the main auditorium. The school budget team also worked on major projects to create team constructed an insulated roof for the outdoor deck connected to the Hospitality Function Space an outdoor aquaponics laboratory, further enhancing programs for innovative and individualized learning and support for all students.

In 2018, 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, Speed Careering, the Loganlea Ute Day and other innovative Work Readiness Programs.In 2017 the school also continued to develop and refine its Vocational Education and Training programs. The results of this hard work by the administrative and teaching staff enabled the school to maintain its reputation for an **explicit improvement agenda**, **effective use of data** to inform teaching and learning, systematic curriculum delivery and **highly effective teaching practices in the VET area**.

In 2018 the school continued to foster **strong partnerships** with Griffith University, Princess Alexandria Hospital, Metropolitan South Institute of TAFE and a range of other training providers

to facilitate student certificate completion and transition to post school study options. In addition, led by the school's Connections Office, relationships were further developed with business and industry through the ABC Network, and Beacon 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
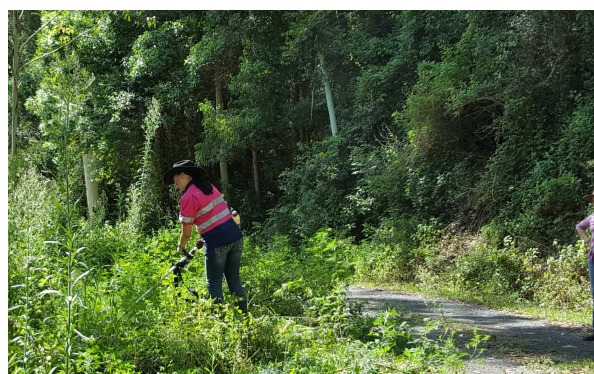
programs and the school's commitment to quality Vocational Training saw **100% of students graduate with both a VET certificate and a QCE** (Queensland Certificate of Education) **one of only 5 schools across the state to achieve this feat each year from 2014 to 2018**.

In 2018 the work of **the staff of Knowledge House** 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 led to Loganlea SHS' identification as "A Centre for Excellence in Indigenous Education". This designation continues to focus the school's commitment to improved achievement, attendance and engagement for all students but in particular Aboriginal and Torres Strait Islander students. In line with the entire year 12 cohort, **100% of Indigenous and Torres Strait Islander year 12's in 2017, graduated from the school with both a Queensland Certificate of Education (QCE) and a Vocational Education Certificate.** Knowledge House was also instrumental in supporting Indigenous Student Leadership and an indigenous dance group, both of which provided significant forums for expression of Aboriginal and Torres Strait Islander student's ideas and connection with school and community.

In fact in a wide variety of areas the outstanding commitment of Loganlea SHS staff to **extra-curricular activities** was taken even further. In 2018 the school continued a Rugby League Development program for both male and female students linked with the NRL to enable Loganlea SHS to become the first school in Queensland to deliver an important community and leadership program titled "In League in Harmony"

This new initiative was added to the continuing work of the Performing Arts department which was involved in a variety of dance eisteddfods and vocal performance competitions, a 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 they learnt a lot about themselves.

A full copy of the Loganlea SHS 4 Year Strategic Plan and targets for 2018 - 2021 is available on our school website.

Future Outlook

Key Improvement Priorities identified in the Loganlea SHS Four Year Strategic Plan 2018 – 2021 include:

- **Effective Pedagogical Practices**

  a) Identify, cultivate and share a range of teaching and learning engagement strategies, aligned to the school's pedagogical framework and agreed instructional routines which inspire and motivate students to be life-long learners (Collaborative Inquiry Teams)
  b) Collaboratively design, deliver and review quality school-wide curriculum, assessment and reporting across Years 7-12 aligned to the Australian Curriculum and QCAA Syllabi that embed subject area literacies and numeracies.

- **A Culture that Promotes Learning**

  a) Create opportunities for all teaching staff to participate in regular, data driven conversations about improving quality of instruction and student outcomes using the cycle of inquiry model.
  b) Ensure staff participate in Annual Performance Review processes, professional reflection and access coaching and mentoring opportunities (provided by school leadership team and external coaches as appropriate).

- **Analysis and Discussion of Data**

  a) Continue to facilitate teacher capability to analyse student data to inform teaching practice and differentiation strategies, and to monitor progress over time.
  b) Continue to promote positive and supportive relationships (students and staff) and further refine the approach to staff and student wellbeing.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	579	619	649
Girls	279	294	313
Boys	300	325	336
Indigenous	68	73	87
Enrolment continuity (Feb. – Nov.)	82%	80%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

Characteristics of the Student Body

Overview

Loganlea SHS caters for students from a range of cultural and socio-economic backgrounds in an urban setting. Within the student cohort approximately 12% 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 relatively small percentage (4%) 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.

The schools commitment to personalized and individualised approaches to learning is evident in the class sizes indicated below, where classes are far smaller than both the recommendations of the Queensland Teachers Union and the average for State Schools across Queensland.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Year 7 – Year 10	19	18	20
Year 11 – Year 12	16	18	16

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum Delivery

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

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

✓ The Loganlea SHS Agribusiness Gateway School of Excellence offering a curriculum with significant links to a wide range of agriculture industry partners.

✓ The Indigenous Knowledge House, a Centre for Excellence in Indigenous Education – a centralised, community-driven focal point of Indigenous Education.

✓ The Hospitality Trade Training Centre – "Camp-fire Dreaming" offering a variety of front and back of house nationally recognised vocational education certificates

✓ The Digital Technology and Business Program offering VET certificates up to Business Certificate II and Certificate III Information and Digital Media

✓ The vibrant visual and performing arts curriculum including a Certificate II in Visual Art

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

In the **Junior Secondary Program** the core curriculum elements are aligned with ACARA and include English, Maths, Science, Geography, History, Civics and Citizenship and Economics and Business. This core is enhanced by unique programs including:

✓ The arts - Visual Art, Digital Art, Dance, Drama, and Music

✓ Technology – Engineering, Materials Technology, Food Specialisation, Digital Technology, Animal Husbandry and Agricultural Technologies

✓ Health, Health and Physical Education, Health and Lifestyle

✓ The "**Signature**" **Academic Excellence Program** which seeks to identify students with advanced literacy and numeracy skills and work with school staff and mentors from the University of Queensland and business to challenge those students to develop their skills even further

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

✓ Furnishing, Industrial Technology Studies

✓ Agricultural Science, Agriculture, Conservation and Land Management, Agrifood, Outdoor Recreation

✓ Information and Digital Media, Business Communication Technology, Business, Skills for Work and Vocational Pathways

✓ Dance, Dance in Practice, Visual Arts, Visual Arts in Practice, Film TV and New Media, Media in Practice, Drama, Drama in Practice, Certificate II in Visual Arts

✓ Certificate II in Hospitality, Certificate II in Kitchen Operations, Early Childhood

In addition to these subject offerings the **Loganlea SHS Connections Transition Program** assists Senior Phase students with certification and 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.

Co-curricular activities

✓ The Loganlea Youth Development Program involving students participating in training for attainment of First Aid accreditation, CPR accreditation, Surf Life Saving Bronze Medallions, membership and service in the Queensland Surf Life Saving Association.

✓ Students from the Agriculture Program training on a central Queensland working cattle property and volunteering for a land and animal care organisation

✓ Australian Maths and Science competitions, titration events, the Engineering Challenge and Science Days of Excellence.

✓ Participation in a range of external sports competitions including futsal, rugby league and Indigenous and SWD sports carnivals

✓ A 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

✓ A range of inter school sporting options as part of Logan District Secondary Schools – swimming, athletics, cross-country, rugby league, touch, basketball, softball, volleyball, netball, soccer, futsal

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

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

How information and communication technologies are used to assist learning

Students at Loganlea SHS are highly resourced with digital technologies. Through the ongoing program of technology development, in 2018 students were able to access over 700 networked devices, including I-pads, laptops and desktop computers, at a ratio of 1 device 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 Head of Department (information Technology), enabling staff to use the technology available to teach, assess and report. Professional Development at Loganlea is ongoing with staff having access to PD Cafés throughout 2018, 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 to function in the technological world of the 21st Century. At Loganlea SHS students in Years 10, 11 and 12 may work towards completion of Certificates I, II and III in Information Technology and in addition to this the use of ICTs across the curriculum is extensive.

Also in 2018 a focused approach on STEM development has seen new technology units incorporated into the curriculum and the establishment of lunchtime clubs for Robotics and Programming specifically for Junior Secondary students.

Social Climate

Overview

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 program however**,** the welfare needs of our students are supported by a Students Services Team that includes: Guidance Officers, Youth Support Coordinator, School Based Police Officer, Chaplain, School Nurse, Transitions Officers, Engagement Officers, Deans of Students, House Masters and staff in 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 ABC (Australian Business Community) Network** supports a mentoring program called Aspirations for female year 11 students to promote personal and leadership development and a job skills program called "Interview to Impress". The **BEACON foundation and AIME** group for Aboriginal and Torres Strait Island students continues this focus by working with year 10, 11 and 12 students in leadership and job readiness programs.

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

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 also 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. In addition the enrolling 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 2019 the school will focus specific 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.

Active **Senior Jersey and Formal Committees** meet regularly to support staff in these areas and provide input into school planning. These bodies are supported by various student forums to give the opportunity to reflect on school programs and progress. These forums also provide an avenue for students to demonstrate their leadership ability.

The high levels of student and staff satisfaction with regard to the **feeling safe** in the school as reported in the **2018 State School Satisfaction survey** following speak strongly of the positive and supportive school climate and general community.

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

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	78%	91%
• this is a good school (S2035)	96%	78%	93%
• their child likes being at this school* (S2001)	96%	78%	91%
• their child feels safe at this school* (S2002)	92%	78%	86%
• their child's learning needs are being met at this school* (S2003)	96%	70%	93%
• their child is making good progress at this school* (S2004)	92%	78%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	91%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	76%	91%
• teachers at this school motivate their child to learn* (S2007)	96%	68%	91%
• teachers at this school treat students fairly* (S2008)	88%	73%	86%
• they can talk to their child's teachers about their concerns* (S2009)	100%	71%	95%
• this school works with them to support their child's learning* (S2010)	88%	73%	93%
• this school takes parents' opinions seriously* (S2011)	96%	65%	87%
• student behaviour is well managed at this school* (S2012)	96%	62%	73%
• this school looks for ways to improve* (S2013)	88%	76%	95%
• this school is well maintained* (S2014)	100%	95%	100%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	84%	83%
• they like being at their school* (S2036)	89%	83%	82%
• they feel safe at their school* (S2037)	93%	85%	83%
• their teachers motivate them to learn* (S2038)	93%	86%	86%
• their teachers expect them to do their best* (S2039)	100%	95%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	85%	82%
• teachers treat students fairly at their school* (S2041)	74%	65%	68%
• they can talk to their teachers about their concerns* (S2042)	78%	64%	66%
• their school takes students' opinions seriously* (S2043)	82%	67%	63%
• student behaviour is well managed at their school* (S2044)	63%	63%	54%
• their school looks for ways to improve* (S2045)	93%	86%	87%
• their school is well maintained* (S2046)	82%	85%	81%
• their school gives them opportunities to do interesting things* (S2047)	93%	89%	90%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	96%	93%	95%
• they receive useful feedback about their work at their school (S2071)	96%	89%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	83%	89%
• students are encouraged to do their best at their school (S2072)	100%	96%	96%
• students are treated fairly at their school (S2073)	100%	92%	94%
• student behaviour is well managed at their school (S2074)	91%	79%	86%
• staff are well supported at their school (S2075)	94%	90%	93%
• their school takes staff opinions seriously (S2076)	98%	90%	90%
• their school looks for ways to improve (S2077)	100%	95%	95%
• their school is well maintained (S2078)	96%	96%	95%
• their school gives them opportunities to do interesting things (S2079)	100%	94%	96%

Parent and community engagement

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

- Seeking parent attendance at school open days and transition events, enrolment meetings, subject selection events, Individual Curriculum Plans meetings and adjustments made to assist students with diverse needs to genuinely access and fully participate in school life
- Welcoming parents to student centred activities at school - Artistic performances, Achievers Award Ceremonies, ANZAC and Remembrance Day ceremonies, Academic and Sporting Awards Ceremonies, Sports Carnivals and Show Team activities
- Ensuring P & C meetings held each month, are advertised widely and conducted briefly to encourage positive attitudes to parental attendance
- Encouraging parent and community representation in the development of the 4 Year Strategic Plan, through the school "Have Your Say Day" Forum, Positive Behaviour for Learning Support Committee and Vocational Education Audits.
- Promoting Parent Teacher interviews held twice yearly supported by an online booking systems
- Electronically distributing regular newsletters to parents and posting on the school website
- Maintaining the Indigenous Knowledge House Program by creating links with parents and community elders
- Holding annual Information evenings, Careers expos, Speed careering, and Ute days to link local businesses with the school and its students
- Organising Year 10 SETp interviews conducted through consultation with parents and students
- Utilising the ID Attend program to track student attendance with absence, lateness or truancy communicated to parents via text messages at three times in the day
- SMS messaging to keep parents informed of day to day 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 2018 the school maintained **the "Loganlea SHS FaceBook" page** as a forum for highlighting the many excellent events and programs running in the school. The school FaceBook page, is overseen by school moderators to ensure the content is appropriate, and has proven to be extremely popular as a tool for timely promotion of school news.

2018 also saw **online reporting maintained for all students and year levels**. In this way all parents with active email addresses received their school reports on the same day they became available and paper based reports were produced where electronic communication was not available.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. At Loganlea SHS these programs reside within pastoral care groups which are the primary support network in the school. Working within a house system and with the support of House Masters and Deans of Students, Pastoral Care groups are vital to the personal development of students. Pastoral Care teachers seek to act as "One Caring Adult" to show care for a students' social/emotional development, physical health/welfare and school attendance/engagement.

The care teachers responsibility to students social/emotional development is supported by a explicit teaching of personal development skills, called **SenseAbility**. Part of this programs' focus is students personal safety, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe. As with all school subjects, students engagement with SenseAbility and/or other Vocational Education Certificates that form part of the Pastoral Care program are formally assessed and reported to parents each term.

Other important school programs that develop healthy and respectful relationships include:

- **Orientation Week** which is conducted annually in the first week of the school year. During this week students of all year levels engage explicitly with the school values to investigate how Respect, Responsibility, Belonging and Partnerships are defined and lived out both in the school and the wider community. A key element of this investigation is the nature of respectful relationships and personal and community actions that promote safety of self and others.

- **Love Bites** which is a program for all year 10 students delivered in partnership with community organisations such as the Queensland Police Service and Community Health. This program focuses on healthy "romantic' and other relationships and provides all students with information about the identification and reporting of abuse and neglect.

- **Cyber Safety** which is delivered to all students; examining electronic behaviours, promoting online personal safety, and advocating for respectful and supportive peer and community relationships

- **Health Education** as a formal national curriculum element is delivered through Junior School Program and supports the development of knowledge and skills that underpin healthy personal lifestyles and relationships

School Disciplinary Absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	337	364	361
Long suspensions – 11 to 20 days	56	48	68
Exclusions	11	37	27
Cancellations of enrolment	22	36	20

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2018 reduced school electricity consumption in comparison to 2017 figures. As can be seen in this data the school trend over the past three years is of reducing energy consumption.

Water consumption continues to change annually in relation to environmental conditions and other external factors. In addition the school grounds and maintenance committee continued **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 the animals that form part of the agriculture program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	547,773	533,601	520,561
Water (kL)	3,700	35,241	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
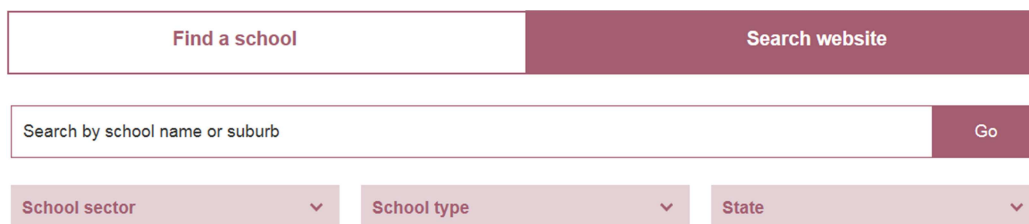
School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

    View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	72	75	5
Full-time equivalents	67	52	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Workforce Composition

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	11
Graduate Diploma etc.*	27
Bachelor degree	34
Diploma	0
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development
The total funds expended on teacher professional development in 2018 were $56989.24

Core priorities and mandatory training for all staff members:
- Code of Conduct
- Child Protection
- Asbestos Awareness
- First Aid
- Collaborative Enquiry Team processes
- Curriculum Activity Risk Assessment

Targeted training for specific staff:
- ENABLE network cluster meetings and professional sharing for Heads of Department, and other leadership staff
- Quality teaching for Junior Secondary – supported by Collaborative Enquiry Team (CET) processes as data focused and peer led teaching skill development
- PBL training to drive continued positive school wide processes
- Positive Behaviour Development (Jo Lange)
- XLR8 – Vertical programming in Junior Secondary Mathematics (Pr Tom Cooper)
- Prime Futures – High order thinking in numeracy development (QUT)
- Collins Writing Framework (cross-curricular)
- Leadership development with respect to excellence in indigenous education through the Smarter Stronger Leadership program
- Beginning teachers mentoring training and Essential Skills training for classroom teachers
- VET Certificate IV in Training and Assessment to TAE upgrade and associated industry specific training and placement
- Certification training in state of the art ICT pedagogies and digital pedagogical licensing
- More Support for Students with Disability training - Differentiation and recording appropriate adjustments
- 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 2017 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	84%	84%	87%
Attendance rate for Indigenous** students at this school	81%	79%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

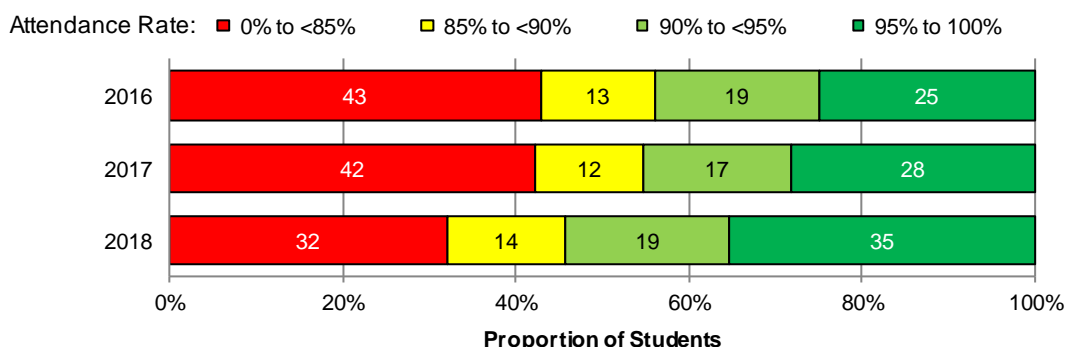Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	86%	88%	89%
Year 8	83%	82%	87%
Year 9	82%	80%	85%
Year 10	81%	79%	85%
Year 11	84%	84%	84%
Year 12	86%	88%	90%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	43	13	19	25
2017	42	12	17	28
2018	32	14	19	35

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

✓ Roll marking undertaken in Pastoral Care Group each morning (8.40 – 8.50 a.m.). Parents of students who are marked absent in this initial roll marking process and two subsequent class roll marking are notified via text message. The 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/or the attendance officer and referred to the Attendance team. This team determines the most appropriate support and/or case management and initiates parent and community support options which may include home visits conducted by relevant Student Services team members (i.e. Guidance Officer, Community Education Counsellor, YSC (Youth Support Coordinator), transition and the School Based Police Officer).

✓ In this context the role of Student Services team is to identify students who may be disengaged from formal schooling and to assist them to re-integrate into the school community. This re-integration process may be supported by referral to outside agencies or allied school support programs. The Transition Officer will similarly work to support students who attend school irregularly as they consider alternative educational or work options and where appropriate assist them to transition successfully to these post school options.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Please delete the *Year 12 outcomes* section if your school does not have senior secondary students.

Year 12 Outcomes

Exiting student outcomes at Loganlea SHS are an area of focused attention aligned with the core school value 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 12 Certificate **III** qualifications within the cohort of 87 students. In 2017 Loganlea SHS Vocational Education Program was credited with the highest possible rating in AQTF audit processes, with particular commendation in the area of Information Technology. These features represent best practice in the area of school based vocational education.

This school philosophy of valuing individual attainment also drove innovative approaches to student QCE attainment. By maintaining a range of processes and monitoring systems the school once again reached a **QCE attainment of 100% in 2018**. This figure is far in excess of local, regional and state schools averages.

The combination of these two aspects places Loganlea SHS in the top 2% of all Queensland schools as 1 of only 4 schools (state and private) that achieved 100% for QCE and VET attainment from 2014 to 2018.

In 2018 the school continued efforts to **improve student OP results** through processes of school wide development of Common Curriculum Elements (CCEs) and student support in preparation for the QCS test. These processes, with the assistance of external providers, actioned the vision of improved QCS test and OP achievement as evidenced by the continuing improvement of OP results. Aligned with these improvements are the flow-on effects in student's ability to access tertiary education. **In 2018 100% of students making an application 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 whether they are pursuing a vocational or university pathway, to achieve positive educational and career outcomes. Loganlea SHS is indeed

> … **making a difference for every student**.

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	80	92	87
Number of students awarded a QCIA	2	2	8
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	78	90	79
Percentage of Indigenous students awarded a QCE at the end of Year 12	89%	100%	90%
Number of students who received an OP	17	16	15
Percentage of Indigenous students who received an OP	11%	13%	20%
Number of students awarded one or more VET qualifications (including SAT)	80	92	87
Number of students awarded a VET Certificate II or above	76	90	81
Number of students who were completing/continuing a SAT	19	19	20
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	59%	63%	60%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	96%	100%

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	1	2
6-10	3	5	3
11-15	7	4	4
16-20	7	6	5
21-25	0	0	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	56	65	72
Certificate II	74	90	80
Certificate III or above	9	14	12

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Vocational Education and Training Certificate courses offered or achieved at the school in 2018 include:

Certificate I in Business
Certificate I in Conservation and Land Management
Certificate I in Information, Digital Media and Technology
Certificate I in Agribusiness]
Certificate I in Skills for Work and Vocational Pathways

Certificate II in Active Volunteering
Certificate II in Agriculture
Certificate II in Business
Certificate II in Conservation and Land Management
Certificate II in Dance
Certificate II in Hospitality
Certificate II in Information, Digital Media and Technology
Certificate II in Kitchen Operations
Certificate II in Outdoor Recreation
Certificate II in Retail Services
Certificate II in Skills for Work and Vocational Pathways
Certificate II in Visual Arts
Certificate II in Workplace Practices

Certificate III in Information, Digital Media and Technology

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

Certificate I in Construction
Certificate I in Engineering (Diesel Fitting)
Certificate I in Furnishings
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 II in Tourism

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 IIII in Tourism

Diploma of Engineering (Technical)
Diploma of Interactive Media

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	77%	82%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	69%	100%	115%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Loganlea SHS strongly advocates the importance of education as 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 assist students in the senior phase of schooling and the Special Education Unit. These officers are extremely successful in assisting students into relevant work and training options to enhance their future career options. These transitions include traineeships and apprenticeships, work experience, TAFE and other alternative educational options.

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

Students in grades 10 – 12 who left the school before completion of their course of study in 2018 were tracked through the Transitions office.

Of these students:

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

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.loganleashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx