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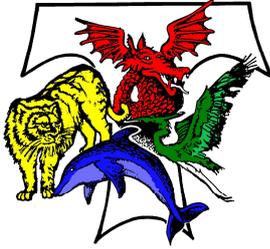
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Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

Contact Person Mr Alan Whitfield
Principal Toolooa State High School



Principal's foreword

Introduction

The 2011 School Annual Report for Toolooa State High School outlines the progress our school has made towards achieving systemic goals and expectations, in addition to, the school-based goals outlined in 2010 to 2012 School Strategic Plan. This report details a sample of the achievements and results from Toolooa State High School in 2011. It provides a 'point in time' view of our annual achievements and outlined plans for continued improvement strategies in strategic areas.

At our school we provide a safe, supportive and academically challenging environment that maximises the future learning pathways for students through the middle and senior phase of learning into tertiary study, work and enhanced training. We are tremendously proud of the achievement of our students and the effort that our team plays in developing the abilities and talents of the young people in our school community.

The purpose of our school is to develop young people who are recognized as being equipped to contribute positively to society, valuing respect, responsibility, and achievement and participate in lifelong learning. Graduates from our school will exit as great learners and great citizens with great futures.

This report is available electronically from the school website, by email on request or as a hard copy from the school office. The report will be tabled for consideration and discussion at the Parents and Citizens Association's July, 2012 meeting and made available to members through the Association's distribution network.

School progress towards its goals in 2011

In 2011 98.5% of Year 12 students exited from our school after achieving a Queensland Certificate of Education and or a VET Certificate II qualification. A monitoring process is in place to track student achievement, particularly on exit, focussing on ensuring that all Year 12 students achieve a Queensland Certificate of Education and/or a VET Certificate II qualification.

All staff members have completed the training and first round of the Performance Development Framework process.

Teachers continue to develop and enhance pedagogical micro skills in classroom organisation, higher order thinking skills and explicit instruction.

A team culture that promotes effective literacy learning, expert teaching practices and a performance culture underpinned by quality coaching and constructive feedback continues to develop, building on the expertise of the participants.

300 Structured Workplace Learning placements – available for all Year 10, 11 and 12 students - improving transition opportunities for students from school to work.

Maintaining a positive and effective relationship with external welfare providers.

Whole School Curriculum, Assessment, Literacy and Numeracy Plans are embedded in school practises.

'What it means to be a Teacher at Toolooa SHS' framework embedded.

Embedded our pedagogy model that is underpinned by the Professional Standards for Teachers and informed by the Queensland Assessment and Reporting Framework.

Enhancing academic achievement (e.g.; NAPLAN top 2 Bands, OP 1-5, G&T, and engaging full range) through data driven conversations and decision making.



Future outlook

Key areas for school improvement in 2012 outlined below.

These three areas Curriculum Leadership, Teaching and Learning and Relationships form the basis of strategic intent in all areas of our school planning.

Curriculum Leadership

Create a Professional Learning Community that values professional reflection and robust discussion on our teaching and learning processes.

Teaching and Learning

Improve student learning outcomes at key junctures, NAPLAN and Year 12 through a focus on the explicit teaching of literacy and numeracy across all subjects (Improve senior school outcomes, Literacy and Numeracy, Learning Circles and Closing the Gap)

Relationships

Build a culture of learning that is characterised by high levels of performance, quality staff and student relationships and community confidence.

School Profile

Coeducational or single sex: **Coeducational**Year levels offered: **Year 8 - Year 12**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
791	394	397	86%

Characteristics of the student body:

Toooloa State High School is located in the industrial provincial city of Gladstone, Queensland.

In 2011, 791 students attended in Year 8 through to Year 12. These students were supported by 100 professional and paraprofessional staff.

Students at our school study an extensive educational program that spans academic and vocational subjects with access to work experience while at school. Students also have access to three off-site centres of excellence that focus on apprenticeships and traineeships and successful transition to a work environment. Our school has an extensive junior and senior welfare programme that provides students with support and guidance regarding study, career options and personal well-being.

Enrolments are drawn primarily from the suburbs of King Kora, Glen Eden and Gladstone South on the southern approaches of the city. The state primary schools of King Kora and Gladstone South are the main partner schools in transitioning students into Year 8 classes. In recent years there have been increasing enrolments from other States and private schools in the area.

The demographics of the student body reflect the characteristics of the general population of the Central Queensland region. Students identifying with indigenous backgrounds represent approximately 9% of the total student body. The cultural backgrounds of the student body are diverse with an increasing number of students enrolling from interstate and international destinations as the parents are attracted to work opportunities in the local area.

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

Phase	Average Class Size
Prep – Year 3	N/A
Year 4 – Year 10	25.1
Year 11 – Year 12	18
All Classes	22.1

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	183
Long Suspensions - 6 to 20 days	23
Exclusions	3
Cancellations of Enrolment	15

Curriculum offerings

Our distinctive curriculum offerings

In addition to core subjects and disciplines, our school offers the following distinctive curriculum offerings:

In Year 8 and Year 9 students study five core subjects and may select a further three electives from Information

Technology Studies, Business Information Technology, Industrial Workshop Skills, Graphics and Home Economics.

In Year 10 students enter into a senior schooling timetable schedule, studying three core subjects and may select a further three elective subjects from Business, Technology or Arts discipline streams.

Students in Year 11 and Year 12 study six subjects based on planned career pathways and, in addition, have access to university study through the Start Uni Now (SUN) Program; The Gladstone School Engineering Skills Centre –Engineering and Automotive VET Certificates; the Boyne Island Tannum Sands Extension and Administrative and Business Studies Centre – Business and IT VET Certificates; Central Queensland Institute of TAFE – Certificate 11 and 111 courses in Automotive, Business, Hospitality, Information Technology, Beauty and Hair Dressing and The Flexible Learning Centre – consolidation literacy and numeracy studies for students disengaging from school.

Structured work placements are a feature of Year 10, 11 and 12 classes with an emphasis placed on all students being exposed to the world of work through placements in business and industry during each year of senior schooling.

Extra curricula activities

- Student Leadership
- Representative Sport at school, district, regional and state level
- Instrumental Music
- The Arts Showcase
- School Musical
- Rifle Club
- Amnesty International
- Environmental Sustainability Student Group
- Mathematics, Science and Robotics Competitions.
- Links to the Queensland Minerals and Energy Academy school and vacation programs.
- Science, Technology, Engineering and Mathematics Program (STEM)
- Physical Education Performance Excellence Program

How Information and Communication Technologies are used to assist learning

Both students and teachers are active users of the information and communication technologies (ICT) available to assist learning.

ICTs are employed for direct instruction, self-paced individual learning, practising and demonstrating competence these, delivering assessment tasks and the reviewing of previous learning.

Teacher use of interactive whiteboards, installed across most classroom learning areas, is extensive and continues to grow and with individual levels of confidence and competence with the use of this particular technology.

In 2011 our school commenced the introduction of a one-to-one laptop program for students in Year 9 to Year 12. This program supports a system of classroom modules and specific purpose computer laboratories across the school to build student confidence and skill levels in the use of information and communication technologies.

All teachers use ICT devices provided through the Computers for Teachers program to access resources through the Learning Place, and specific purpose Web sites.

Social climate

Toooloa State High School has a climate that is supportive of learning and learners. Students encourage each other to achieve and have an understanding that individual and collective high performance has benefits for all concerned. There is a strong emphasis on supporting each other, with great acceptance of individuals and their differences. There is a belief across our school, from both staff and students that all students are able to succeed in learning at school.

Student opinion data indicates, in line with trends from previous years, that students believe they are, 'getting a good education'. This is supported by anecdotal information from students, indicating that the expectations of personal performance in learning have been lifted, and that teachers are actively supporting students who seek support to excel at learning.

Our school provides a range of support mechanisms that enhance student well-being, and access to learning. The notion of pastoral care is actively supported across the school, developing in initially in form classes and supported by a welfare team of Year Level Coordinators, Guidance Officer, Chaplain, School-Based Police Officer and a School Health Nurse. Two welfare team to operate across our school, a Junior Welfare Team Focusing on Year 8 and Year 9 and a Senior Welfare Team Assisting the Year 10, Year 11 and Year 12 students with access to learning and transition into work training or tertiary study.

Parent, student and teacher satisfaction with the school

In 2011 our school opinion surveys report significant gains in parent satisfaction with school activities, particularly satisfaction that our school is providing a good education and that students are receiving a quality education at our school. This rise in parent satisfaction parallels our school's focus on high performance of the student group, collectively and individually, and reflects the commitment of our team to build student competence and confidence to engage in learning activities.

Of note is the rise in student satisfaction that they are the recipients of a quality education at our school. This increase (81% to 90%) reflects on the quality of teaching practices and the accurate feedback provided to students on areas of personal improvement that will impact on improved achievement levels.

Professional development opportunities, across the school, are focused on school and faculty goals for each year. While satisfaction level in 2011 is slightly lower than in previous years, the opportunities to engage in a range of focused professional learning activities, has ensured that all members of our teams are able to access learning in line with our strategic direction.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	73%
Percentage of parents/caregivers satisfied with their child's school	90%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	62%
Percentage of staff members satisfied with morale in the school	69%

DW – Data withheld

Involving parents in their child's education

Our parents are represented in our school by two peak bodies: the Parents and Citizens Association and the Families Matter group.

The Parents and Citizens Association is an active team, providing strong support for our school through fund-raising and securing additional funds from community partners. The association provides support and perspectives from the parent body, on school policy and procedures.

Our Families Matter team meets regularly to discuss topical issues for parents of teenage students in secondary school environment. Topics annually included include career planning, cyber safety and personal organisation success as a learner.

Teacher contact with parents to discuss student progress is extensive and ongoing. While all Parent teacher interviews are available at any time, formal opportunities are provided following interim reporting at the end of term one and following the issuing of the semester one student progress report. In addition to its formal process, many meetings focused on student attendance and achievement complement this interface building positive relationships to support student learning at school

Reducing the school's environmental footprint

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

The consumption of electricity remains reasonably consistent with usage in previous years. During the past two years our school has made significant attempts to reduce the consumption of electricity through awareness raising campaigns for students and staff and the introduction of an increasing number of solar panels on buildings in our solar precinct.

The reduction in the consumption of water reflects two years of regular summer rainfall significantly reducing our need to rely on water supplied from the regional council. In addition, as new projects have come online our school has sought to include rainwater collection tanks, to supplement the domestic supply

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	508,311	7,869
2010	492,723	11,738
% change 10 - 11	3%	-33%

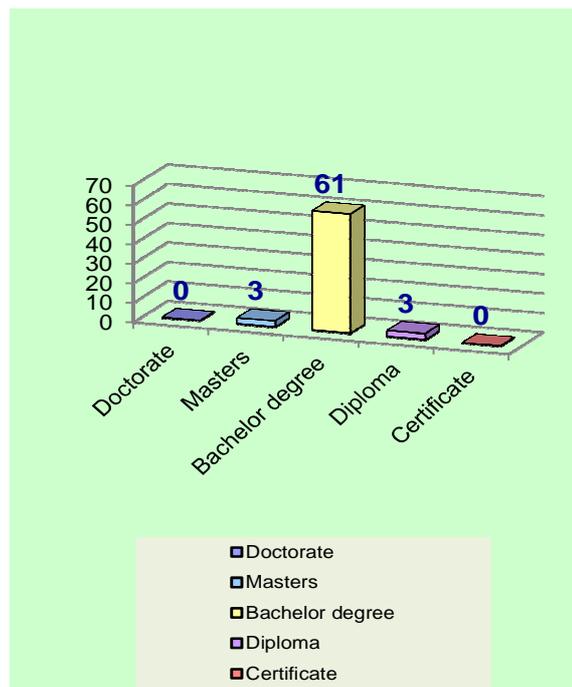
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	67	36	<5
Full-time equivalents	62	24	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	61
Diploma	3
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$46 000.00. The major professional development initiatives are as follows:

- Literacy planning
- Assessment task development and alignment with unit planning.
- Developing performance framework, including the construction of a professional community, focusing on learning circles as a vehicle for collective and individual performance enhancement
- Leadership
- Subject specific workshops.
- Numeracy

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance - 2011

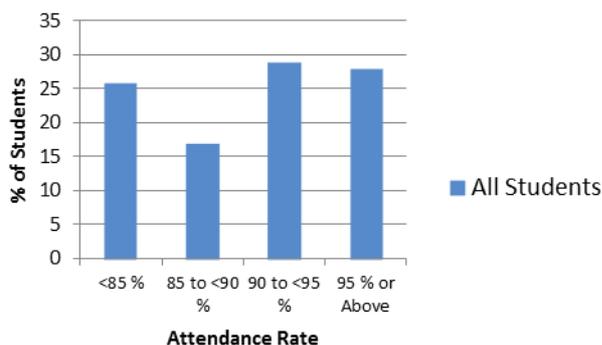
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.
 The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
N/A	89%	87%	86%	89%	89%						

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

Toolooa State High School uses the ID Attend electronic program for the recording of student attendance.

Student attendance is recorded each morning in form classes. Further attendance checks occur in each of the four lessons that occurred during each day. Parents are informed by text message when their student is absent from school. Where required, administration staff will make contact with parents to seek an explanation of unexplained and unauthorized student absences.

When required, Year level coordinators play a significant role in supporting young people to improve their attendance. This significant group of support people at our school also liaises with parents regarding persistent long-term absences from learning.

Working in concert with Deputy Principals, Year Level Co-ordinators monitor the attendance of each student in the year level cohort each fortnight and meet regularly with non-attending students and their families.

Support staff, including the Guidance Officer and Chaplains, provide specialised support and counselling to assist young people to return to school and engage in learning.

An audit of attendance is completed at the end of each term to review attendance patterns of groups and individuals.

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.

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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

Indigenous students, or students who identified with indigenous culture, represent approximately 9% of the student population.

School attendance by indigenous students remains similar to the previous two years, in 2011 at approximately 83%. Of concern is the over representation of indigenous students who attend school for less than 80% of the time. The reversal of the previous years, retention rate data is an indication of the significant efforts by members of staff to improve the attendance and attainment of young indigenous learners at our school. In 2011 our school commenced an involvement with the ARTIE program, a program focused on encouraging indigenous students to attend school on a more regular basis and achieve personally established target achievement goals.

In 2011 the retention of indigenous learners at school, demonstrated a significant improvement, reducing the previous year's, retention rate by two thirds, moving to be slightly above the retention rate of all indigenous students across the state.

During each semester, the Indigenous Contact Team gather data through interview and construct an achievement profile and goal setting structure to support the learning of indigenous students. This information assists in the development of learning programs, targeting individual needs and support required for indigenous learners. This enhanced level of supervision and support has provided opportunities for students to enhance the literacy and literacy learning outcomes.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 75%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	127
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	48
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	19
Number of students awarded one or more Vocational Educational Training qualifications.	117
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	83
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	106
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	85%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
8	16	17	5	2

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
97	75	12

Certificate 1 courses in 2011 included Work Education, Information Technology, Furnishing, Engineering and Business Administration.

Post-school destination information

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

Early leavers information

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

Early school leavers at our school fall into three broad groups of young people:

- Transition to full time work.
- Acceptance of apprenticeship or traineeship positions.
- Linked to community support agencies specializing in connecting young people to further educational opportunities