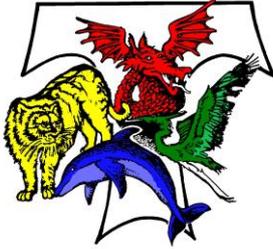


Toolooa State High School (2152)

Queensland State School Reporting

2012 School Annual Report



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Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Mr Alan Whitfield
Principal Toolooa State High School

Principal's foreword

Introduction

This report details a sample of the achievements and results of our staff and students during 2012 and recognises our continued commitment to a culture of high performance in our school.

Our school undertook its second Quadrennial School Review in 2012 and established the strategic directions that that will enable our school to realise its vision over the coming years.

This report provides a summary of key information in relation to:

- Enrolments and school profile
- Curriculum and extra-curricular offerings
- Social climate
- Parent involvement
- Staffing
- Student attendance
- Student achievement – including more detailed information about Indigenous students and Year 12 students

This report is available on our school website or in paper copy form upon request from our school office.

School progress towards its goals in 2012

Our school's vision, '*Equity and Excellence – Shaping the Future*' provides the platform for our commitment to enhancing the learning outcomes of our students.

In 2012 our priorities focussed on three key areas for development

Curriculum Leadership

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

- All staff members have completed a Performance Development Framework and have regularly reflected upon this through discussions in their Learning Circle where effective teaching practices are shared
- 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
- Develop instructional leadership with a focus on workforce performance. Formulate a plan to enhance the capacity of the Executive Team to coach colleagues and staff to provide effective feedback on the effectiveness of classroom instruction.

Toolooa State High School (2152)

Queensland State School Reporting

2012 School Annual Report



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)

- In 2012, 98% 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.
- Facilitate the use of data to drive teaching practice and support student access to learning
- 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
- Whole School Curriculum, Assessment and Literacy Plans are embedded in school practises. Numeracy plan developed for implementation in 2013
- Successful implementation of the national curriculum in English, Mathematics and Science as per Education Queensland timelines.

Relationships

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

- 196 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
- All teachers in 2012 have participated and engaged in district network subject meetings to build and strengthen collegial and collaborative relationships between schools and teachers
- Flying Start plans formalised ready for implementation in 2013
- Parental participation in culminating activities has been encouraged through recognition parades, information sessions, etc.

These priority areas, supported by specific projects, will continue to be the key drivers of our strategic direction in the next four years. The success of these key drivers is reflected in the following sections of the Annual Report.

Future outlook

Key areas for school improvement in 2013 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.

The following outline the broad areas of development in the coming year:

- Implement the Australian Curriculum
- Develop and implement a research based school pedagogical framework
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Build community pride in student and school achievements
- High quality teaching practices
- Plan to transition Year 7 to high school and develop a strong Junior Secondary School ethos

Toolooa State High School (2152)

Queensland State School Reporting

2012 School Annual Report



School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	829	417	412	88%
2011	791	394	397	86%
2012	769	400	369	85%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

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

In 2012, 769 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 Kin Kora, Glen Eden and Gladstone South on the southern approaches of the city. The state primary schools of Kin 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 state 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	23	25	23
Year 11 – Year 12	17	18	17

Toolooa State High School (2152)

Queensland State School Reporting

2012 School Annual Report



School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	317	183	117
Long Suspensions - 6 to 20 days	36	23	17
Exclusions	<5	<5	14
Cancellations of Enrolment	10	15	19

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 six core subjects and may select a further two 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 subject streams. In the second semester of Year 10 students commence a 'senior phase taster program' that focuses on pre-senior subjects and transition to work programs. This particular initiative allows students greater flexibility and choice in line with their growing levels of personal responsibility for learning outcomes.

Selected Year 10 students participate in the Doorways to Civil Construction Program through links with the Queensland Minerals and Energy Academy.

Students in Year 11 and Year 12 study six subjects based on planned career pathways.

In addition, students have access to:

- Selected high performance subjects, English Extension, based on academic performance
- university study through CQ University's Start University Now (SUN) Program,
- the offsite EQIP Centres of Excellence at the Engineering Skills Centre –Engineering and Automotive VET Certificates,
- the Boyne Island Tannum Sands 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.

Toolooa State High School (2152)

Queensland State School Reporting

2012 School Annual Report



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

- Teachers to deliver digital learning experiences in a wireless connected ICT environment in all classrooms
- Students have access to the one-to-one laptop program for individual research and content management
- Teachers develop of quality digital content and resources that enrich educational experiences and increase student engagement in learning
- Assessment tasks across curricula
- Communication with students and parents
- Reporting on student performance
- I Pads are available for students with additional needs to access the broader curriculum.

Social climate

The social climate of our school is built around our core values of *Respect, Responsibility and Achievement*.

Toolooa 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 bar has been lifted' for personal performance in learning, and that our teachers are actively and constructively 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, developed initially in form classes and supported by Wellbeing Teams of Year Level Coordinators, Guidance Officer, Chaplains, School-Based Police Officer and a School Health Nurse. Two wellbeing teams support

Toolooa State High School (2152)

Queensland State School Reporting

2012 School Annual Report



students 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

Specific behaviours that develop our core values of *Respect, Responsibility and Achievement* are taught across our school in all year levels, supporting our students to recognize and embrace difference in our community.

Parent, student and staff satisfaction with the school

Parent satisfaction is at a high level and continues to improve. There is a strong belief within the school community that the teaching team is focussed on ensuring that each student is provided with knowledge and skills that will enable them to follow a range of further education or employment pathways.

Staff morale remains at a high level and the percentage of the teaching team who agree that professional development and training is enhancing their capabilities as an educator continues to improve.

Students at our school have a belief that they are receiving a good education, that their teachers have high expectations of their individual performance and that they feel safe at school

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	92.9%
this is a good school	92.3%
their child likes being at this school*	78.6%
their child feels safe at this school*	92.9%
their child's learning needs are being met at this school*	92.9%
their child is making good progress at this school*	85.7%
teachers at this school expect their child to do his or her best*	92.3%
teachers at this school provide their child with useful feedback about his or her school work*	92.3%
teachers at this school motivate their child to learn*	92.3%
teachers at this school treat students fairly*	92.9%
they can talk to their child's teachers about their concerns*	85.7%
this school works with them to support their child's learning*	92.9%
this school takes parents' opinions seriously*	92.3%
student behaviour is well managed at this school*	84.6%
this school looks for ways to improve*	92.3%
this school is well maintained*	92.3%

Toolooa State High School (2152)

Queensland State School Reporting

2012 School Annual Report



Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.5%
they like being at their school*	89.8%
they feel safe at their school*	94.5%
their teachers motivate them to learn*	89.0%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	85.5%
teachers treat students fairly at their school*	83.6%
they can talk to their teachers about their concerns*	72.7%
their school takes students' opinions seriously*	77.4%
student behaviour is well managed at their school*	80.0%
their school looks for ways to improve*	95.4%
their school is well maintained*	88.2%
their school gives them opportunities to do interesting things*	89.9%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	76.3%
with the individual staff morale items	95.3%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Toolooa State High School (2152)

Queensland State School Reporting

2012 School Annual Report



Involving parents in their child's education

Two peak bodies represent the interests of parents in our school community – the Parents and Citizens Association and the Families Matters 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 include career planning, cyber safety and personal organisation for success as a learner.

Written reports detailing student progress and achievement are provided three times each year, a formative report at the end of term 1 followed by summative reports at the end of each semester. Each written report is complemented by parent teacher interview opportunities that provide parents with a more detailed report and feedback on student progress and allows both teachers and parents to work collaboratively to provide learning support for students.

Regular orientation evenings are provided for parents and students seeking entry into our junior secondary program. Subject selection information sessions are a regular feature for students entering the senior phase of learning. Since 2010 parents have assisted Year 10 – 12 students in the completion and review of Senior Education and Training Plans (SET Plans) using the online capability in OneSchool.

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 three 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	
	Electricity kWh	Water kL
2009-2010	492,723	11,738
2010-2011	508,311	7,869
2011-2012	507,977	8,955

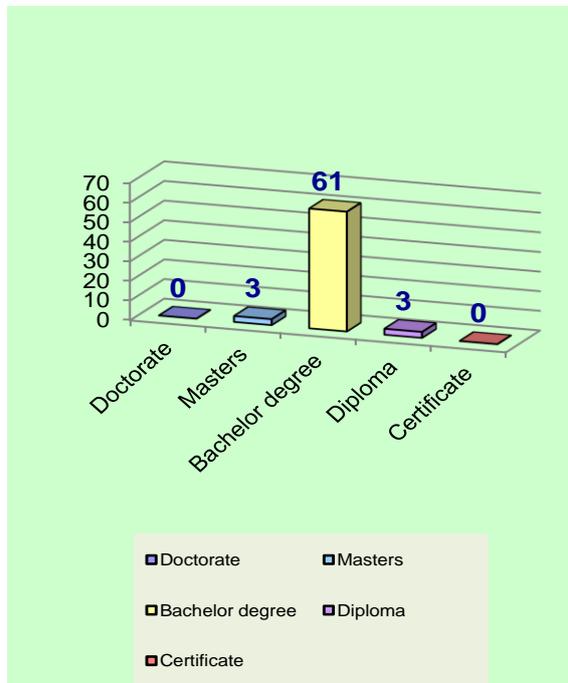
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	67	37	<5
Full-time equivalents	61.2	23.9	<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



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$49 594.00.

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 capability develop
- Subject specific workshops.
- Numeracy
- VET and SAS Staff competency development.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.5%	96.2%	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98.4% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	87%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

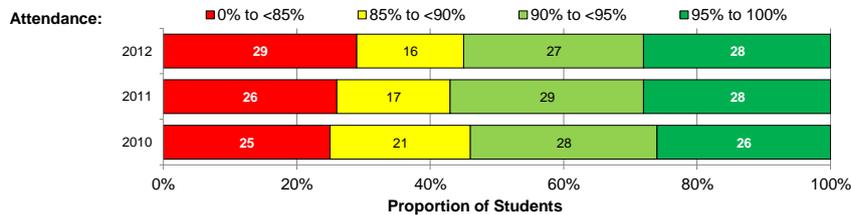
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	87%	88%	88%	89%
2011								89%	87%	86%	89%	89%
2012								89%	87%	86%	88%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

In addition:

Student attendance is recorded each morning in form classes. Further attendance checks occur in each of the four lessons that occur during each day. Parents are informed by text message when their student is absent from school

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.

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. Where required, administration staff will make contact with parents to seek an explanation of unexplained and unauthorized student absences.

Performance of our students

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

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 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

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 85%, 2.5% below the non-indigenous student population. Indigenous students are over representative in the groups of students who attend school for less than 85% of the time. There have been significant efforts by members of staff to improve the attendance and attainment of young indigenous learners at our school. In 2012 our school continued its 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 2012 the gap in retention of indigenous learners at school based on a comparison of students in Year 10 and Year 12 was 17% below the general student retention rate and reflects significant efforts by key staff to transition targeted students into apprenticeships, traineeships or employment.

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 and this is reflected in the minimal gap in learning performance in the 2012 NAPLAN results in reading, writing and numeracy.

Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	71%	70%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	144	127	126
Number of students awarded a Queensland Certificate Individual Achievement.	2	0	0
Number of students receiving an Overall Position (OP).	67	48	51
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	19	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	111	117	115
Number of students awarded an Australian Qualification Framework Certificate II or above.	69	83	60
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	108	106	115
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.	72%	85%	65%
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.	91%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	96%	97%

As at 2 May 2013. The above values exclude VISA students.

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
2010	7	19	22	17	2
2011	8	16	17	5	2
2012	5	12	16	18	0

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	75	65	7
2011	97	75	12
2012	101	55	13

As at 2 May 2013. The above values exclude VISA students.

Certificate I courses are available to students studying Engineering within the school environment and at the EQIP Engineering Skills Centre. Certificate 1 courses in Information Technology and Business are offered to students based on individual need.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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