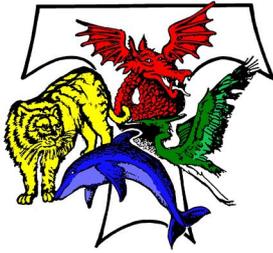


# Toolooa State High School

## Queensland State School Reporting

### 2013 School Annual Report



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## 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 2013

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 2013 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.*

#### **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.*

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.

# Queensland State School Reporting

## 2013 School 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 themes outline the broad areas of development in the coming year:

- Implement the Australian Curriculum in Years 7 - 10
- Develop and implement a research based school pedagogical framework based on the Dimensions of Teaching and Learning
- Using data to inform teaching practice at a school, faculty and classroom level
- Develop instructional leadership with a focus on workforce performance through the Developing Performance Framework
- Build community pride in student and school achievements
- Enhance high quality teaching practices through coaching and observation with constructive feedback
- Plan to transition Year 7 to high school and develop a strong Junior Secondary School ethos
- Address student attendance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	791	394	397	86%
2012	769	400	369	85%
2013	839	427	412	90%

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 2013, 839 students attended in Year 7 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 Kin Kora and Gladstone South are the main partner schools in transitioning students into Year 7 and 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		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	23	25
Year 11 – Year 12	18	17	18

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	183	117	137
Long Suspensions - 6 to 20 days	23	17	29
Exclusions	3	14	3
Cancellations of Enrolment	15	19	14

## Curriculum offerings

Our distinctive curriculum offerings

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

In Year 7 students study core curriculum areas to build and consolidate literacy and numeracy skills as well as subjects from specialist areas. e.g. robotics and home economics as 'taster' courses for future study.

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.

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Extra curricula activities

- Student Leadership – Junior and Senior Program

# Our school at a glance

- 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 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 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*. There is an atmosphere of support, encapsulated in a belief that builds and recognises high performance.

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 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 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

## Our school at a glance

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 and collective performance and that they feel safe at school.

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

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	93%	96%
this is a good school (S2035)	92%	97%
their child likes being at this school* (S2001)	79%	97%
their child feels safe at this school* (S2002)	93%	97%
their child's learning needs are being met at this school* (S2003)	93%	96%
their child is making good progress at this school* (S2004)	86%	97%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%
teachers at this school motivate their child to learn* (S2007)	92%	96%
teachers at this school treat students fairly* (S2008)	93%	96%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%
this school works with them to support their child's learning* (S2010)	93%	93%
this school takes parents' opinions seriously* (S2011)	92%	96%
student behaviour is well managed at this school* (S2012)	85%	96%
this school looks for ways to improve* (S2013)	92%	96%
this school is well maintained* (S2014)	92%	100%

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

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	98%
they like being at their school* (S2036)	90%	97%
they feel safe at their school* (S2037)	95%	97%
their teachers motivate them to learn* (S2038)	89%	95%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	85%	93%
teachers treat students fairly at their school* (S2041)	84%	83%
they can talk to their teachers about their concerns* (S2042)	73%	89%
their school takes students' opinions seriously* (S2043)	77%	88%

# Our school at a glance

student behaviour is well managed at their school* (S2044)	80%	87%
their school looks for ways to improve* (S2045)	95%	99%
their school is well maintained* (S2046)	88%	95%
their school gives them opportunities to do interesting things* (S2047)	90%	93%

## Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		95%
they feel that their school is a safe place in which to work (S2070)		100%
they receive useful feedback about their work at their school (S2071)		82%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		100%
student behaviour is well managed at their school (S2074)		98%
staff are well supported at their school (S2075)		88%
their school takes staff opinions seriously (S2076)		85%
their school looks for ways to improve (S2077)		98%
their school is well maintained (S2078)		86%
their school gives them opportunities to do interesting things (S2079)		91%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## 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 information and 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

The consumption of electricity remains reasonably consistent with usage in previous years. During the past four 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 rise in the consumption of water reflects a drier summer and additional student enrolments following two years of regular summer rainfall, significantly reducing our need to rely on water supplied from the regional council. Our school continues a program of new projects focussed on water usage reduction, including rainwater collection tanks, to supplement the domestic supply.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	508,311	7,869
2011-2012	507,977	8,955
2012-2013	482,605	12,411

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

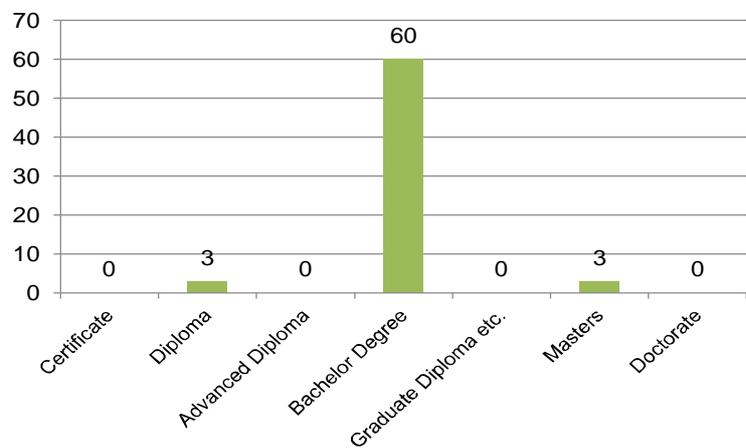
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	66	36	5
Full-time equivalents	63	24	4

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	60
Graduate Diploma etc.	0
Masters	3
Doctorate	0
<b>Total</b>	<b>66</b>



\* Teaching Staff includes School Leaders

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

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 31 000. (*This amount does not include the costs to the school for the provision of internal relief*)

The major professional development initiatives are as follows:

- Literacy planning
- Building the Junior Secondary Program and understanding the needs of adolescent learners
- 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 development
- Subject specific workshops.
- Numeracy
- VET and SAS Staff competency development.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

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

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

**Find a school**

Search by school name  **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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	87%	86%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

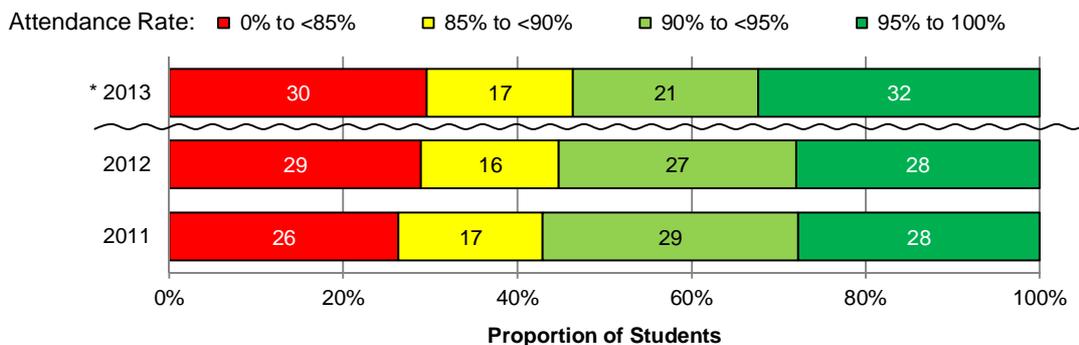
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								89%	87%	86%	89%	89%
2012								89%	87%	86%	88%	88%
2013							89%	90%	84%	82%	86%	87%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



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

### Description of how non-attendance is managed by the school

# Performance of our students

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.

## 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" selected, and a "Non-government" checkbox. Below these options is a yellow "SEARCH" button.

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.

# Performance of our students

## Achievement – Closing the Gap

Indigenous students, or students who identified with indigenous culture, represent approximately 11% of the student population.

School attendance by indigenous students remains similar to the previous two years, in 2011 at approximately 81%, 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 2013 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.

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 2013 NAPLAN results in reading, writing and numeracy.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	70%	78%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	127	126	115
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	48	51	40
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	20	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	117	115	108
Number of students awarded an Australian Qualification Framework Certificate II or above.	83	60	63
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	106	115	114
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.	85%	65%	90%
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%	98%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	97%	98%

As at 5 May 2014. 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
2011	8	16	17	5	2

# Performance of our students

2012	5	12	16	18	0
2013	9	19	8	3	1

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

Vocational Educational Training qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above
2011	97	75	12
2012	101	55	13
2013	97	59	6

As at 5 May 2014. 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 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## Early 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

Departures from regular schooling in Year 10 are very rare at our school. The operation of a Flexible Learning Centre focusing on Literacy, Numeracy, VET courses and workforce entry skills provides opportunities to access education in an alternative off site environment. The deployment of specialist staff, including a Youth Support Coordinator, provides students with quality outcomes and pathways to further study, training or employment.