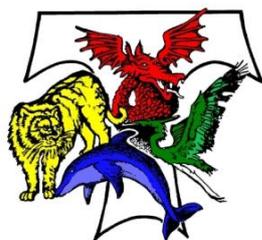


# Toolooa State High School

## Queensland State School Reporting

### 2014 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 2014

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.

Curriculum Leadership:

- Successful implementation of the Australian Curriculum across years 7 to 10
- Shared understanding across the school on the value of high expectations and a resultant staff culture linked directly to high performance.
- Continued development of key common unit planning processes and alignment within curriculum areas.

Teaching and Learning:

- Through a research driven approach, a school pedagogical framework has been developed. This framework aligns with The Dimensions of Teaching and Learning and provides a clear model of expected teaching practice at Toolooa State High School.
- Strong student outcomes across a range of measures:
  - 3.3% improvement in attendance from 2013 to 2014
  - 6.1% improvement in indigenous attendance from 2013 to 2014
- Junior outcomes
  - Strong improvement on students in U2B for numeracy and literacy areas for year 7 and 9 NAPLAN

- Relative Gain improvement for our students greater than the national improvement across mean scores for all NAPLAN testing areas in year 7 and 9
- Senior outcomes
  - 98.4% of graduating year 12 students attained a Queensland Certificate of Education
  - 100% of graduating students attaining a QCE or VET qualification

Relationships:

- Extensive consultation with community and feeder school has seen the development of a 'best practice' Junior Secondary Model ensuring the smooth transition of students and teachers into year 7 at Toolooa State High School
- Development of strong parent relationships and belief in the direction of our school exemplified by an overall parent satisfaction rating of over 96.5% toward Toolooa State High School.
- Ongoing development of strong collaborative relationships with schools within our district with a focus on our primary feeder schools.

## Future outlook

Key areas for school improvement in 2014 are 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 consistent practices across our teaching team
- Embedded approaches to key focus areas including Reading, Writing and Explicit Instruction
- Using data to inform teaching practice at a school, faculty and classroom level
- Supporting teaching staff to understand and use results and data to inform and align targeted teaching practices
- 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
- Highlight the necessity of positive relationships within classrooms, within the school as well with the wider Gladstone community

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 7 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	769	400	369	85%
2013	839	427	412	90%
2014	883	434	449	89%

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 2014, 883 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 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 7 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 10% 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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	25	25
Year 11 – Year 12	17	18	17

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	117	137	214
Long Suspensions - 6 to 20 days	17	29	6
Exclusions <sup>#</sup>	14	3	7
Cancellations of Enrolment	19	14	7

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

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

## 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, Arts fields – Art, Music, Dance, Drama.

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 University – Certificate II and III courses in Automotive, Business, Hospitality, Information Technology, Beauty and Hair Dressing
- 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

- 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*.

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 Officers, Psychologist, Chaplain, Youth Support Coordinator, School-Based Police Officer and a School Health Nurse. Our well-being approach centres around the required support for each student and involves the DP and year coordinators working in focussed teams (year 7 and 8; years 9 and 10; years 11 and 12) along with an overarching group consisting of our non-teaching well-being professionals (outlined above) assigning appropriate team members for individual student case management.

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	93%	96%	99%
this is a good school (S2035)	92%	97%	99%
their child likes being at this school* (S2001)	79%	97%	96%
their child feels safe at this school* (S2002)	93%	97%	97%
their child's learning needs are being met at this school* (S2003)	93%	96%	99%
their child is making good progress at this school* (S2004)	86%	97%	98%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	98%
teachers at this school motivate their child to learn* (S2007)	92%	96%	97%
teachers at this school treat students fairly* (S2008)	93%	96%	97%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%	95%
this school works with them to support their child's learning* (S2010)	93%	93%	100%
this school takes parents' opinions seriously* (S2011)	92%	96%	97%
student behaviour is well managed at this school* (S2012)	85%	96%	98%
this school looks for ways to improve* (S2013)	92%	96%	97%
this school is well maintained* (S2014)	92%	100%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	98%	91%
they like being at their school* (S2036)	90%	97%	88%
they feel safe at their school* (S2037)	95%	97%	90%
their teachers motivate them to learn* (S2038)	89%	95%	89%
their teachers expect them to do their best* (S2039)	99%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	85%	93%	86%
teachers treat students fairly at their school* (S2041)	84%	83%	75%
they can talk to their teachers about their concerns* (S2042)	73%	89%	68%
their school takes students' opinions seriously* (S2043)	77%	88%	73%
student behaviour is well managed at their school* (S2044)	80%	87%	73%
their school looks for ways to improve* (S2045)	95%	99%	91%
their school is well maintained* (S2046)	88%	95%	85%
their school gives them opportunities to do interesting things* (S2047)	90%	93%	88%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	98%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		82%	88%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		98%	93%
staff are well supported at their school (S2075)		88%	91%
their school takes staff opinions seriously (S2076)		85%	84%
their school looks for ways to improve (S2077)		98%	98%
their school is well maintained (S2078)		86%	93%
their school gives them opportunities to do interesting things (S2079)		91%	95%

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

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

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Our Toolooa State High School Parents and Citizens Association are an important and influential group within our school. Their feedback and guidance around decision making in our school provides a strong point of connection and, in turn direction, for our

school. The P&C is an active team that provides support through fundraising and securing funds from community partners along with a parent's perspective on processes and policies within the school.

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 figures supplied for the consumption of water are obviously incorrect and as such no reasonable analysis can occur. Toolooa State High School continues to work collectively to reduce our water usage. As our school numbers increase we recognise that the use of this valuable resource will also increase however we are reviewing our current practices to maximise efficiency.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	507,977	8,955
2012-2013	482,605	12,411
2013-2014	507,749	0

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

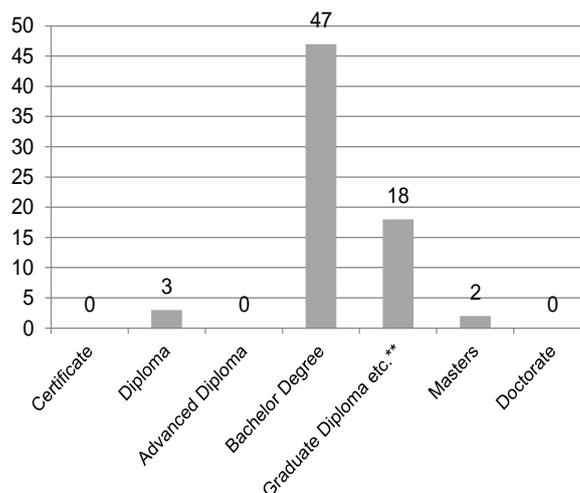
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	72	39	5
Full-time equivalents	69	26	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.**	18
Masters	2
Doctorate	0
<b>Total</b>	<b>70</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$39 049.33

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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 school year.

### School income broken down by funding source

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

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

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	90%

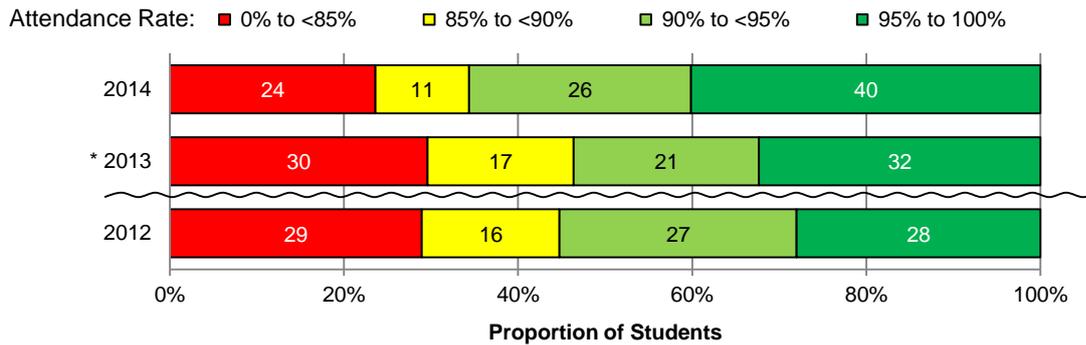
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012		89%	87%	86%	88%	88%
2013	89%	90%	84%	82%	86%	87%
2014	94%	91%	89%	88%	88%	91%

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



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

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

Non-attendance is managed in state schools in line with the DETE 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 unauthorised 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.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
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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 11% of the student population.

School attendance by indigenous students has improved significantly to 87.3% in 2014, showing a 6% improvement.

The gap between indigenous and non-indigenous student attendance has closed to 2.5%.

This results is also mirrored in apparent retention rates with the gap between indigenous and non-indigenous at 11%. This is the lowest result at Toooloa State High School since these measures have been recorded. Additionally this gap is significantly less than the state and regional averages.

When looking at our numeracy and literacy results as evidenced through NAPLAN testing, the year 9 results for reading, writing and numeracy are extremely strong. Again, the gap between indigenous and non-indigenous students is the smallest for our school on record and significantly lower than state and regional results. Our writing result actually shows that our indigenous students are outscoring our non-indigenous students.

The results for our year 7 NAPLAN testing however do show a significant gap in the above mentioned areas. We have a clear focus on supporting these students to reduce this gap over their junior secondary years.

There have been significant efforts by members of staff to improve the attendance and attainment of young indigenous learners at our school. In 2014 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 2014 NAPLAN results in reading, writing and numeracy.

<b>Apparent retention rates Year 10 to Year 12</b>	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	78%	72%
<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students receiving a Senior Statement	126	115	122
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	51	40	36
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	9	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	115	108	102
Number of students awarded an Australian Qualification Framework Certificate II or above.	60	63	58
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	115	114	120
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.	65%	90%	78%
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%	100%	100%

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	98%	89%

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

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	5	12	16	18	0
2013	9	19	8	3	1
2014	6	12	10	8	0

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

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	101	55	13
2013	97	59	6
2014	82	54	10

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

In 2014 our students accessed a range of opportunities in vocational pathways. Students accessed Certificate I and II courses at school, as part of off-site programs such as Engineering Skills Centre or linked directly with training organisations such as Central Queensland University and private RTOs. Students engage in certificate programs such as Engineering, Business, Workplace Practises, Hair and Beauty, IDMT, Childcare, Fitness, Automotive, Construction, Process Plant Operations.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## Early school leavers information

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.