Toowoomba State High School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This report is a summary of the work and achievements of the Toowoomba State High School community in 2015. Members of our school community have worked together to focus on the school's improvement agenda. The 4 year school strategic plan has four key areas of focus. All improvement targets and strategies are aligned to these. The Four Key Areas are:

- **Great Teaching**
- **Great Programs**
- **Great Literacy**
- **Great School**

These areas place the student at the centre of planning, decisions and teaching.

School progress towards its goals in 2015

The Regional Three Pillars of Explicit Teaching, Coaching and Feedback and the Purposeful Use of Data frame the school's 2015 Annual Implementation Plan. Each of the individual actions, shown below, was completed during the 2015 year, with consolidation and development planned for 2016.

Explicit Teaching	Coaching and Feedback	Purposeful Use of Data
- Explicit teaching of reading and reading comprehension - Intensive intervention for Year 9 student below NMS - Provide extension opportunities for U2B - Fully implement pedagogical framework - Focus on 16 elements of explicit instruction - PPDP to define personal development focus - Implement RBP Restorative practices - Implement MH strategy through pastoral care/year level teams - Team planning - Developing shared faculty understanding of pedagogical framework – context statements - Faculty sharing of class plans, assessment, exemplars and moderation - Audit of salient features and line of sight from curriculum to assessment. - Commencement of High Impact Teaching Agenda	- Teaching of reading and reading comprehension - Coaching in eLearning - PD in coaching strategies - Professional Feedback program engaging with colleagues - Whole school reading strategy led by literacy coaches	- Effective use of One School Data - ILPs and Differentiation sheets in class planning an teaching - A-C achievement reflection and planning - Monitor and intervention in Year 12 QCE or VET (100%) - Collaborative Conversations - NAPLAN review and preparation - Moderation activities - Monitoring attainment: VET competencies on One School, SATs

Future outlook

	Priorities for 2015
Great Teaching	- Explicit Instruction/Role of the Teacher - Reflection, Feedback and Coaching - Capability Development - Introduction of HIT Agenda
Great Programs	- Curriculum documentation and alignment - Junior secondary implementation - Vocational Education and senior extension - Hockey Academy - International programs - Mature age state school
Great Literacy	- Consistent explicit teaching of reading comprehension and writing frames - Formative assessment/Short cycle data
Great School	- Relationship priority - Restorative practices - Wellbeing and support programs - Career planning - Engagement and performance tracking - Accelerated Success Guarantee - Transitions (PS/HS, HS/Beyond)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1542	736	806	136	87%
2014	1530	746	784	167	89%
2015	1647	825	822	207	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

Students at Toowoomba State High School, Wilsonton and Mt Lofty campuses come from a variety of geographical areas both within and outer city boundaries. A number of students travel to our campus by bus and some travel some distance from rural locations. There is a reasonably high degree of mobility of families enrolling at our school. Indigenous families play an important part in our school community and we currently have 9.9% at Lofty Campus & 16.9% at Wilsonton Campus of the student population identifying as indigenous. We also have an increasing number of families from Non-English speaking backgrounds.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	22
Year 11 – Year 12	18	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	242	219	195
Long Suspensions - 6 to 20 days	95	14	27
Exclusions	18	10	22
Cancellations of Enrolment	28	23	32

*Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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Curriculum delivery

Our approach to curriculum delivery

Both campuses offer a very broad range of curriculum offerings. All students participate in Mathematics and English for all five years of schooling. In Years 7, 8, 9 and 10 all students engage in the Australian curriculum in English, Mathematics, Science, History and Geography. Health and Physical Education and Computer Education and LOTE all have compulsory units of work to be completed in the junior years.Transition programs to ensure a seamless transition to high school from our cluster primary schools include Master Classes at Lofty Campus and the STARs program at Wilsonton Campus. Specialised extension classes are in place in year eight: a class for students who excel academically, a year eight music extension class at our Lofty campus and the Hockey Academy at Wilsonton which was launched in 2013. In senior students can follow either a predominantly academic or Industry and Community Pathways program. Extension subjects in Music and English are also available and students also have the opportunity to participate in programs like Head Start, enabling them to commence their university studies whilst still at school. A significant number of students are engaged in school based apprenticeship and traineeship programs. At the doorstep of our Wilsonton campus is the Agriculture Centre. This means that students from our school can access agricultural subjects from Years nine to twelve.   The school also has formed a strong partnership with the University of Southern Queensland with a number of students participating in the Head Start program.

Extra curricula activities

Academic
- Bond Moot
- Computer Club
- Debating
- Mathematics Enrichment after school
- Maths Team Challenge
- RACI titration competition
- Science Engineering Challenge
- Science Olympiad
- Westpac Maths Competition

The Arts
- Community Art Events
- Radio Club
- Music events
- Musical
- Photography group

Summer and winter art festivals
- International Experiences
- Japan trip
- Europe tour
- Incoming study tours
- G'Day
- USA
- Student Leadership
- Student Council and Student Senate

Student Leadership
- Student Council and Student Senate
- Prefect Committees
- Murri Student Leadership program
- Year Leadership

Sport
- AFL
- After School Running Training
- All Schools Volleyball
- Athletics Training & Carnival
- Basketball
- Buddy Volleyball
- Chess
- Darling Downs Sports Trials
- Friday night Basketball
- Friday Night Volleyball
- Futsal
- Hockey
- Lunchtime Sport Competitions
- Netball
- Roll'n'Strike
- Rugby Unions and Rugby League
- Soccer
- Softball
- Touch
- Weightlifitng

Community Groups
- Eternity
- Garden Club
- Clean Up Australia
- Need for Feed
- Optiminds
- Hospitality/Function Catering for school events
- International Women's Day
- Spirit Day
- Relay for Life
- Mayoral Prayer Breakfast

How Information and Communication Technologies are used to improve learning

Our school is committed to the effective use of ICTs to achieve engagement in learning, within the context of a rapidly changing, modern world. Toowoomba State High School has a number of purpose built computer classrooms, mobile trolleys of laptops. The Symphony of Teaching and Learning continues to underpin our approach to the effective use of ICTs. Embedded in curriculum planning are Symphony examples, supporting teachers to use ICTs to assist learning.

Social Climate

Toowoomba State High School places very high value on recognising and rewarding the very fine efforts of our students. There is a positive school environment because student effort and achievement is recognised, on a regular basis, through academic, cultural, community and sporting achievement awards and schools stars; gold awards for effort and behaviour; positive postcards sent home. The school continues to implement the VIVO reward system. Students are awarded points for their positive involvement in school life and they can then purchase rewards from our online shop. In 2014 the school implemented the Wellbeing Framework and Mental Health Strategy; these key documents underpin our approach to supporting the social and emotional needs of our students. Students from Year seven to twelve participate in our Pastoral care program. A scope and sequence for this curriculum is outlined in our Wellbeing Framework. This curriculum program addresses a very broad range of social and emotional issues to support our young people at school. This proactive approach to student wellbeing is a high priority in the life of our school. We continue to embed our Anti Bullying strategy which was implemented in 2012, ensuring that our students understand expectations and processes for responding to bullying. We have high expectations of behaviour and application to studies and through our Responsible Behaviour Plan have clear processes in place to respond to inappropriate behaviour.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	92%	99%
this is a good school (S2035)	89%	92%	93%
their child likes being at this school (S2001)	86%	95%	90%
their child feels safe at this school (S2002)	91%	96%	91%
their child's learning needs are being met at this school (S2003)	89%	89%	91%
their child is making good progress at this school (S2004)	83%	90%	96%
teachers at this school expect their child to do his or her best (S2005)	91%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	85%	94%
teachers at this school motivate their child to learn (S2007)	81%	85%	91%
teachers at this school treat students fairly (S2008)	83%	87%	85%
they can talk to their child's teachers about their concerns (S2009)	91%	92%	97%
this school works with them to support their child's learning (S2010)	86%	87%	92%
this school takes parents' opinions seriously (S2011)	81%	90%	91%
student behaviour is well managed at this school (S2012)	83%	86%	83%
this school looks for ways to improve (S2013)	88%	95%	94%
this school is well maintained (S2014)	97%	96%	90%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	96%	94%
they like being at their school (S2036)	91%	93%	93%
they feel safe at their school (S2037)	90%	89%	90%
their teachers motivate them to learn (S2038)	83%	90%	93%
their teachers expect them to do their best (S2039)	94%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	85%	89%	89%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	75%	84%	80%
they can talk to their teachers about their concerns (S2042)	79%	76%	78%
their school takes students' opinions seriously (S2043)	77%	83%	77%
student behaviour is well managed at their school (S2044)	70%	74%	72%
their school looks for ways to improve (S2045)	93%	95%	88%
their school is well maintained (S2046)	84%	85%	81%
their school gives them opportunities to do interesting things (S2047)	89%	92%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	94%	93%
they feel that their school is a safe place in which to work (S2070)	97%	95%	94%
they receive useful feedback about their work at their school (S2071)	78%	85%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	81%	85%
students are encouraged to do their best at their school (S2072)	95%	97%	95%
students are treated fairly at their school (S2073)	94%	98%	90%
student behaviour is well managed at their school (S2074)	78%	85%	77%
staff are well supported at their school (S2075)	82%	80%	76%
their school takes staff opinions seriously (S2076)	79%	78%	81%
their school looks for ways to improve (S2077)	95%	95%	93%
their school is well maintained (S2078)	86%	91%	85%
their school gives them opportunities to do interesting things (S2079)	88%	87%	86%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Toowoomba State High School welcomes and encourages parent and community involvement. Parents and caregivers are invited to attend a very broad range of co-curricular activities, for example, school musicals, debating competitions, faculty presentations and sporting competitions to name just a few. Through such invitations, parents are actively involved in the education of the children. To ensure effective communication with our families an electronic newsletter is distributed three times throughout each term. This document celebrates student achievements and highlights important information about school activities.

Parent teacher interviews are held twice yearly and teachers either telephone or send home intervention notes to alert parents to matters of concern. Postcards are also sent home to celebrate student achievement. Year Coordinators support students and are available as a point of contact for parents. Information nights are held throughout the year to ensure parents are aware of school policies and practices. These sessions include: new parent evenings; subject selection expos; QTAC, QCE and OP educational sessions etc. To ensure that parents are involved in strategic decision making the school operates a School Council and has an active P&C Association. For many years now the school P&C has employed an Executive Officer, who is a point of contact for parents and coordinates P&C involvement in a number of key school events. In 2013, as part of the school's Junior Secondary Implementation Plan and PACE framework, the school identified a number of additional strategies to further improve parental engagement. During 2014 parent welcome lounges were established at each campus, newly enrolling families provided with welcome packs and fridge magnets distributed with key contacts for the school.

Reducing the school's environmental footprint

Water tanks are installed at both campuses for irrigation purposes and other cleaning activities and solar panels are installed at the Lofty campus. An Environment Committee made up of interested students and staff continues to suggest ways to reduce our environmental footprint.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	856,589	8,741
2013-2014	804,646	10,225
2014-2015	572,561	3,189

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	151	83	<5
Full-time equivalents	140	57	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	123
Graduate Diploma etc.**	8
Masters	11
Doctorate	0
Total	**151**
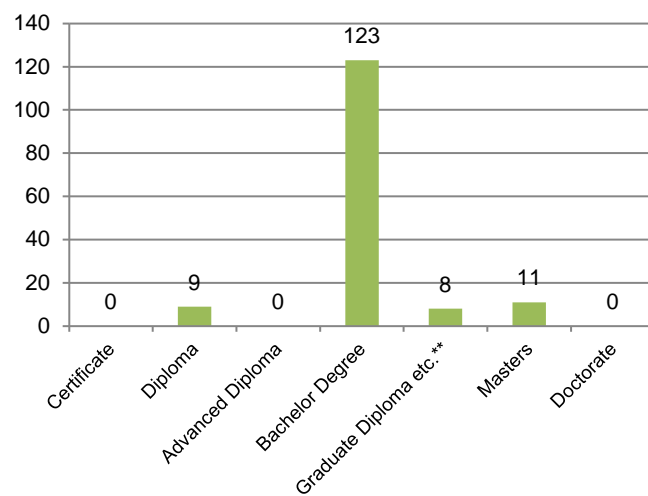
*Teaching staff includes School Leaders

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

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Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $ 81,287

The major professional development initiatives included:

Whole of school Professional Development Focus:

- 16 elements of explicit instruction
- Collaborative Conversations
- Coaching strategies
- Whole school reading strategy led by literacy coaches
- ILPs and Differentiation sheets in class planning and teaching
- Effective use of One School Data
- HIT Agenda
- 7 Steps to Writing
- VET Skills Training
- Yr 9 Focus Extension
- Moderation activities
- Junior Secondary

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says '**School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	84%	81%

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	89%	87%	88%	91%
2014									91%	88%	88%	91%	92%
2015								91%	91%	87%	88%	88%	91%

Student attendance distribution

The proportions of students by attendance range.
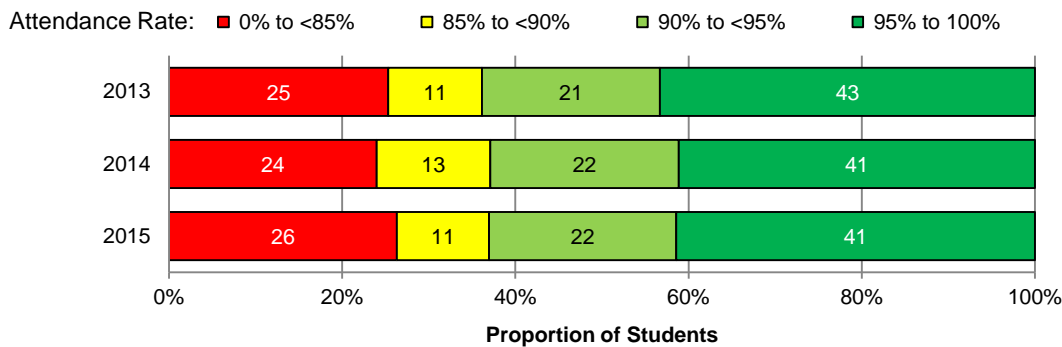
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 2015 Toowoomba State High School continued to implement the school's Attendance Policy. This policy clearly articulates the expectations in relation to attendance at school. Attendance targets have been set and rewards in place for students who attain these targets. Additional resources have been put in place to support young people who are struggling to attend school regularly. Attendance officers at each campus monitor attendance and case managers visit homes and support parents in re-engaging their children at school.

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.**

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	75%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	47%	69%	68%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	267	248	245
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	130	98	115
Percentage of Indigenous students receiving an Overall Position (OP)	14%	17%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	40	42	51
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	194	164	153
Number of students awarded an Australian Qualification Framework Certificate II or above.	103	94	121

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Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	240	237	229
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	29%	87%	100%
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.	80%	76%	86%
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.	99%	98%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	90%	98%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

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
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2013	28	33	43	25	1
2014	22	26	26	18	6
2015	24	41	34	14	2

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
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2013	137	76	47
2014	124	72	32
2015	96	104	27

As at 16 February 2016. The above values exclude VISA students.

Students at both our campuses have access to a range of Certificate One & Two courses including: Business, Information, Digital Media and Technology, Rural Operations, Agriculture, Furnishings, Manufacturing, and Engineering. Some of these are only offered at one campus.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school actively encourages all students to complete year twelve. The school has comprehensive measures in place to track and monitor student academic progress, attendance and behaviour. Students who wish to leave school meet with a key member of staff to discuss options. Predominantly, students who leave school early transition to full time work or further training.

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