



Toowoomba State High School

ANNUAL REPORT 2016

Queensland State School Reporting



Creating Stars for our Future



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School Overview

Established in 1919, Toowoomba State High School, has a proud history of delivering exemplary education for the young people of Toowoomba. Situated on Giabal and Jarowair land, at Mt Lofty, the school campus overlooks the city of Toowoomba.

Students have access to diverse possibilities and opportunities. Programs in academia, sport, music, the arts, language and community engagement are provided for students to pursue. The learning environment and educational programs, combined with high expectations and personalised support, underpins our philosophy to learning.

We proudly uphold the best of public education - opportunity to succeed regardless of personal circumstance. Our aim is to be Creating stars for our Future, and we believe that learning and the consequential pursuit of knowledge develops and enables our students to become stars of the future, by growing academically and socially and attaining their best.

Principal's Foreword

Introduction

The end of 2016 signified the final few days of Toowoomba State High School as a multi campus setting. As of 2017 Mt Lofty will be Toowoomba State High School. Our Wilsonton campus will be Queensland's newest secondary school and hence-forth will be known as Wilsonton State High School. The shared history of the two schools cannot be forgotten, but the separation of the two campuses provides the opportunity for each school to focus on catering for the educational needs of our respective communities. Our new school motto is **Creating stars for our Future**. This encapsulates our school Star logo along with the underpinning theme of moulding stars in any field of endeavour in order to continue progress of our community is a powerful and visionary goal.

Toowoomba State High School has a proud history of strong academic results. With past graduates receiving Vice-chancellor scholarships and academic scholarships at four different universities. The school offers a wide range of Vocational Education & Training courses and prides itself on positive relationships within the local



community and with local businesses. This contributes to the high rate of participation in School Based Traineeships & Apprenticeships for senior students.

School Progress towards its goals in 2016

Whole School Improvement agenda with a sharpened focus on:

Teaching / Learning

- High Impact Teaching
- Coaching & Feedback model based on AITSL standards
- Development of staff ICT knowledge

Student Achievement

- progressing towards every student leaving with OP, VET qualification and/or QCE
- Implementation of a Junior Secondary Development program
- Expanding of VET offerings in Year 10 – 12
- Continue to develop SAT opportunities

Future Outlook

School focus for 2017 is learning

Future strategies:

- Reinvigorate learning technologies
- Redesign electronic communication platform
- Restructure of school organization and leadership
- Academic coaching model

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	839	418	421	71	91%
2015*	872	438	434	77	92%
2016	852	436	416	84	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.

In 2016, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

Students at Toowoomba State High School, Mt Lofty 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 moderate 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% of the student population identifying as indigenous. We also have an increasing number of families from Non-English speaking backgrounds.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	23	23
Year 11 – Year 12	18	19	19

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

High Impact Teaching is the central pedagogical framework adopted by teaching staff. This is reviewed regularly.

Transition programs to ensure a seamless transition to high school from our cluster primary schools include Master Classes and the STARs program. Specialised extension classes are in place in year eight: a class for students who excel academically, a year eight music extension class.

In senior secondary, students may follow either a predominantly academic or Industry and Community Pathways program. Extension subjects in Music and English are 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. 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.

The school offers a Drone certificate course for students in Year 10-12.

Co-curricular Activities

- Range of sporting activities:
 - Rugby League
 - Rugby Union
 - AFL
 - Swimming
 - Athletics
 - Touch Football
 - Volleyball
 - Basketball
 - Netball
 - Youth Group Program
- Leadership development
- Instrumental Music
- Music Extension
- Dance Troupe
- Debating
- Dance
- Landcare
- Overseas study tours
- Public Speaking - Lions Youth of the Year, mooting, debating

How Information and Communication Technologies are used to Assist Learning

Integrated across all curriculum areas
 iPads, mobile apps, utilized
 Maths & problem solving with Nintendo consoles for students with learning difficulties
 1:1 learning models, BYOx implemented
 Bio mechanics
 Coding & Robotics
 Utilized to extend students or consolidate learning as required

Social Climate

Overview

The school is a friendly environment where students, parents and staff work well together to achieve strong learning and employment outcomes.

The school has strong Pastoral Care and Personal Development programs which focus around adolescent developmental needs. Students are encouraged to become involved in a range of school and community activities and are offered multiple opportunities for leadership.

Parent, Student and Staff Satisfaction - Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	99%	91%
this is a good school (S2035)	92%	93%	90%
their child likes being at this school* (S2001)	95%	90%	97%
their child feels safe at this school* (S2002)	96%	91%	93%
their child's learning needs are being met at this school* (S2003)	89%	91%	91%
their child is making good progress at this school* (S2004)	90%	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	94%	87%
teachers at this school motivate their child to learn* (S2007)	85%	91%	84%
teachers at this school treat students fairly* (S2008)	87%	85%	78%
they can talk to their child's teachers about their concerns* (S2009)	92%	97%	96%
this school works with them to support their child's learning* (S2010)	87%	92%	91%
this school takes parents' opinions seriously* (S2011)	90%	91%	86%
student behaviour is well managed at this school* (S2012)	86%	83%	87%
this school looks for ways to improve* (S2013)	95%	94%	91%
this school is well maintained* (S2014)	96%	90%	91%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	94%	95%
they like being at their school* (S2036)	93%	93%	90%
they feel safe at their school* (S2037)	89%	90%	92%
their teachers motivate them to learn* (S2038)	90%	93%	84%
their teachers expect them to do their best* (S2039)	98%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	82%
teachers treat students fairly at their school* (S2041)	84%	80%	72%
they can talk to their teachers about their concerns* (S2042)	76%	78%	72%
their school takes students' opinions seriously* (S2043)	83%	77%	76%
student behaviour is well managed at their school* (S2044)	74%	72%	70%
their school looks for ways to improve* (S2045)	95%	88%	89%
their school is well maintained* (S2046)	85%	81%	82%
their school gives them opportunities to do interesting things* (S2047)	92%	88%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	93%	97%
they feel that their school is a safe place in which to work (S2070)	95%	94%	94%
they receive useful feedback about their work at their school (S2071)	85%	81%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	85%	90%
students are encouraged to do their best at their school (S2072)	97%	95%	98%
students are treated fairly at their school (S2073)	98%	90%	95%
student behaviour is well managed at their school (S2074)	85%	77%	82%
staff are well supported at their school (S2075)	80%	76%	86%
their school takes staff opinions seriously (S2076)	78%	81%	81%
their school looks for ways to improve (S2077)	95%	93%	97%
their school is well maintained (S2078)	91%	85%	81%
their school gives them opportunities to do interesting things (S2079)	87%	86%	82%

* Nationally agreed student and parent/caregiver items

'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.

Respectful relationships programs

Toowoomba State High School has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	77	60	91
Long Suspensions – 6 to 20 days	5	8	20
Exclusions	4	6	11
Cancellations of Enrolment	16	12	2

* 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.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	804,646	10,225
2014-2015	572,561	3,189
2015-2016	538,127	8,439

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	87	44	<5
Full-time Equivalents	77	32	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	77
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$67 306.

The major professional development initiatives are as follows:

- ♦ QCAA – Senior Assessment
- ♦ ICT related
- ♦ WH&S, First Aid & relevant legislative training
- ♦ Pedagogical practice; namely High impact Teaching
- ♦ Reading
- ♦ Social and emotional well-being
- ♦ Leadership development
- ♦ Certificate IV, TAE
- ♦ Teaching Diverse Learners

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	81%	85%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

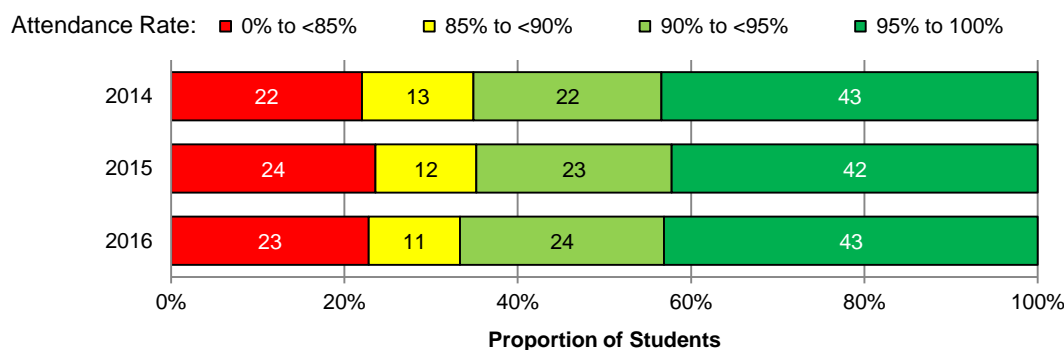
The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014									92%	89%	88%	92%	93%
2015								92%	90%	89%	89%	89%	92%
2016								92%	91%	89%	87%	90%	91%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage. 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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. In 2016 Toowoomba State High School continued to implement the school's Attendance Policy. 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 monitor attendance and case managers visit homes and support parents in re-engaging their children at school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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Non-government

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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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	160	142	150
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	77	80	82
Percentage of Indigenous students receiving an Overall Position (OP)	25%	14%	18%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	32	32	36
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	107	85	79
Number of students awarded an Australian Qualification Framework Certificate II or above.	57	74	64
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	158	134	146
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	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.	75%	84%	74%
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%	99%	98%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	99%	94%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	18	22	18	14	5
2015	16	29	22	11	2
2016	16	22	23	16	5

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	89	40	27
2015	51	57	24
2016	50	42	30

As at 3rd February 2017. The above values exclude VISA students.

Students at our school have access to a range of Certificate I, II & III level courses including: Business, Information, Digital Media and Technology, Rural Operations, Drone Technology, Furnishings, Manufacturing, Automotive, Building & Construction, Hospitality, Childcare, and Engineering. Some of these are offered off-campus.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	89%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	75%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available on school website: <http://www.toowoombashes.eq.edu.au>

Early leavers' information

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

Students leaving school prior to completion of Year 12 do so to pursue work opportunities, further vocational training or to attend another secondary school

Conclusion