



Toowoomba State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information



Queensland
Government

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From the Principal

School overview

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.

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. Dedicated staff contribute to students' learning and development. High impact teaching and quality learning are the foundations of our school values.

School progress towards its goals in 2018

Whole School Improvement agenda with focus on:

Teaching / Learning

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

Attainment:

- Every student exiting with OP, VET qualification and/or QCE
- Implementation of new SATE program
- Expanding of VET offerings in Year 10 – 12
- Continue to develop SAT opportunities

Future outlook

School focus for 2019 is **Attainment**:

Future strategies:

- Readiness for changes to Senior Assessment and Tertiary Entrance, for 2019
- Restructure of student support processes
- Significant infrastructure upgrades



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	852	808	832
Girls	436	416	433
Boys	416	392	399
Indigenous	84	96	89
Enrolment continuity (Feb. – Nov.)	89%	89%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, 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 the school is proud of our partnership in hosting a Clontarf Academy and Beyond the Broncos program. We also have an increasing number of families from Non-English speaking backgrounds.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	23
Year 11 – Year 12	19	20	18



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
Online platform provides tutorials and assessment

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	93%	95%
• this is a good school (S2035)	90%	89%	93%
• their child likes being at this school* (S2001)	97%	91%	95%
• their child feels safe at this school* (S2002)	93%	93%	88%
• their child's learning needs are being met at this school* (S2003)	91%	93%	90%
• their child is making good progress at this school* (S2004)	93%	91%	95%
• teachers at this school expect their child to do his or her best* (S2005)	90%	95%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	91%	88%
• teachers at this school motivate their child to learn* (S2007)	84%	89%	90%
• teachers at this school treat students fairly* (S2008)	78%	87%	83%
• they can talk to their child's teachers about their concerns* (S2009)	96%	93%	92%
• this school works with them to support their child's learning* (S2010)	91%	89%	84%
• this school takes parents' opinions seriously* (S2011)	86%	82%	79%
• student behaviour is well managed at this school* (S2012)	87%	84%	75%
• this school looks for ways to improve* (S2013)	91%	91%	86%
• this school is well maintained* (S2014)	91%	84%	90%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	97%	82%
• they like being at their school* (S2036)	90%	93%	82%
• they feel safe at their school* (S2037)	92%	93%	84%
• their teachers motivate them to learn* (S2038)	84%	90%	84%
• their teachers expect them to do their best* (S2039)	96%	97%	84%
• their teachers provide them with useful feedback about their school work* (S2040)	82%	90%	77%
• teachers treat students fairly at their school* (S2041)	72%	85%	67%
• they can talk to their teachers about their concerns* (S2042)	72%	78%	51%
• their school takes students' opinions seriously* (S2043)	76%	85%	64%
• student behaviour is well managed at their school* (S2044)	70%	76%	69%
• their school looks for ways to improve* (S2045)	89%	92%	84%
• their school is well maintained* (S2046)	82%	89%	80%



Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	90%	96%	80%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	97%	98%
• they feel that their school is a safe place in which to work (S2070)	94%	95%	93%
• they receive useful feedback about their work at their school (S2071)	83%	80%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	90%	86%
• students are encouraged to do their best at their school (S2072)	98%	98%	100%
• students are treated fairly at their school (S2073)	95%	94%	91%
• student behaviour is well managed at their school (S2074)	82%	72%	75%
• staff are well supported at their school (S2075)	86%	78%	77%
• their school takes staff opinions seriously (S2076)	81%	80%	65%
• their school looks for ways to improve (S2077)	97%	94%	93%
• their school is well maintained (S2078)	81%	84%	68%
• their school gives them opportunities to do interesting things (S2079)	82%	89%	86%

* 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 ATAR educational sessions etc.

To ensure that parents are involved in strategic decision making the school has an active P&C Association. For many years now the school P&C has employed an Executive Officer/Parent Liaison Officer, who is a point of contact for parents and coordinates P&C involvement in a number of key school events.

Respectful relationships education programs

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



School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	91	161	195
Long suspensions – 11 to 20 days	20	22	16
Exclusions	11	8	10
Cancellations of enrolment	2	4	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	538,127	538,860	507,690
Water (kL)	8,439	1,979	8,725

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	85	39	<5
Full-time equivalents	77	31	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	11
Graduate Diploma etc.*	1
Bachelor degree	74
Diploma	
Certificate	

*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 2018 were \$67 000

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
- 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 2018 was 100%.



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	87%
Attendance rate for Indigenous** students at this school	85%	83%	80%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

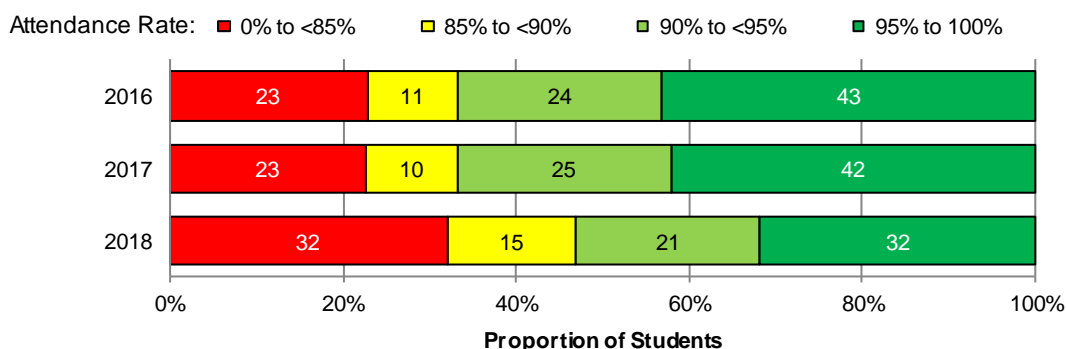
Year level	2016	2017	2018
Year 7	92%	91%	89%
Year 8	91%	90%	86%
Year 9	89%	90%	87%
Year 10	87%	91%	88%
Year 11	90%	90%	85%
Year 12	91%	90%	87%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	150	155	163
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	146	155	160
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	82	70	87
Percentage of Indigenous students who received an OP	18%	0%	18%
Number of students awarded one or more VET qualifications (including SAT)	79	104	96
Number of students awarded a VET Certificate II or above	64	92	78
Number of students who were completing/continuing a SAT	36	44	45
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	74%	89%	79%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	98%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	16	14	16
6-10	22	24	36
11-15	23	24	17
16-20	16	8	17
21-25	5	0	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	50	49	38
Certificate II	42	69	56
Certificate III or above	30	26	29

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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, Fitness and Engineering. Some of these are offered off-campus.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	91%	91%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	89%	79%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.



To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.toowoombashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

