



## Toowoomba State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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Contact Person:	Principal

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

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. The school has a strong direction underpinned by three core values—'Excellence, Integrity and Courage'.

We pursue Excellence to fulfil potential as individuals and life-long learners and strive to do our best. We act with Integrity by behaving with honesty, respect and responsibility by being personally accountable, valuing self and others and contributing positively to all we do. We aim to lead with Courage to extend our abilities and embrace challenges. The school caters well for high performing students with access to various accelerated learning programs and links to pre-university courses.

## Principal's Foreword

### Introduction

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 2017**

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 2018 is Attainment:

Future strategies:

- Readiness for changes to Senior Assessment and Tertiary Entrance, from 2019
- Restructure of school organization and leadership
- Academic coaching model

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	872	438	434	77	92%
2016	852	436	416	84	89%
2017	808	416	392	96	89%

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

In 2017, 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. 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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	23
Year 11 – Year 12	19	19	20

## 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	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	99%	91%	93%
this is a good school (S2035)	93%	90%	89%
their child likes being at this school* (S2001)	90%	97%	91%
their child feels safe at this school* (S2002)	91%	93%	93%
their child's learning needs are being met at this school* (S2003)	91%	91%	93%
their child is making good progress at this school* (S2004)	96%	93%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	90%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	87%	91%
teachers at this school motivate their child to learn* (S2007)	91%	84%	89%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school treat students fairly* (S2008)	85%	78%	87%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	93%
this school works with them to support their child's learning* (S2010)	92%	91%	89%
this school takes parents' opinions seriously* (S2011)	91%	86%	82%
student behaviour is well managed at this school* (S2012)	83%	87%	84%
this school looks for ways to improve* (S2013)	94%	91%	91%
this school is well maintained* (S2014)	90%	91%	84%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	95%	97%
they like being at their school* (S2036)	93%	90%	93%
they feel safe at their school* (S2037)	90%	92%	93%
their teachers motivate them to learn* (S2038)	93%	84%	90%
their teachers expect them to do their best* (S2039)	99%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	82%	90%
teachers treat students fairly at their school* (S2041)	80%	72%	85%
they can talk to their teachers about their concerns* (S2042)	78%	72%	78%
their school takes students' opinions seriously* (S2043)	77%	76%	85%
student behaviour is well managed at their school* (S2044)	72%	70%	76%
their school looks for ways to improve* (S2045)	88%	89%	92%
their school is well maintained* (S2046)	81%	82%	89%
their school gives them opportunities to do interesting things* (S2047)	88%	90%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	97%	97%
they feel that their school is a safe place in which to work (S2070)	94%	94%	95%
they receive useful feedback about their work at their school (S2071)	81%	83%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	90%	90%
students are encouraged to do their best at their school (S2072)	95%	98%	98%
students are treated fairly at their school (S2073)	90%	95%	94%
student behaviour is well managed at their school (S2074)	77%	82%	72%
staff are well supported at their school (S2075)	76%	86%	78%
their school takes staff opinions seriously (S2076)	81%	81%	80%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school looks for ways to improve (S2077)	93%	97%	94%
their school is well maintained (S2078)	85%	81%	84%
their school gives them opportunities to do interesting things (S2079)	86%	82%	89%

\* 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	2015	2016	2017
Short Suspensions – 1 to 10 days	60	91	161
Long Suspensions – 11 to 20 days	8	20	22
Exclusions	6	11	8
Cancellations of Enrolment	12	2	4

## Environmental Footprint

### Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	572,561	3,189
2015-2016	538,127	8,439
2016-2017	538,860	1,979

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	74	37	<5
Full-time Equivalents	68	29	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	1
Bachelor degree	64
Diploma	
Certificate	



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

\*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 2017 were \$54000

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 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	85%	83%

\*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 2017 for all Queensland Secondary schools was 90%.

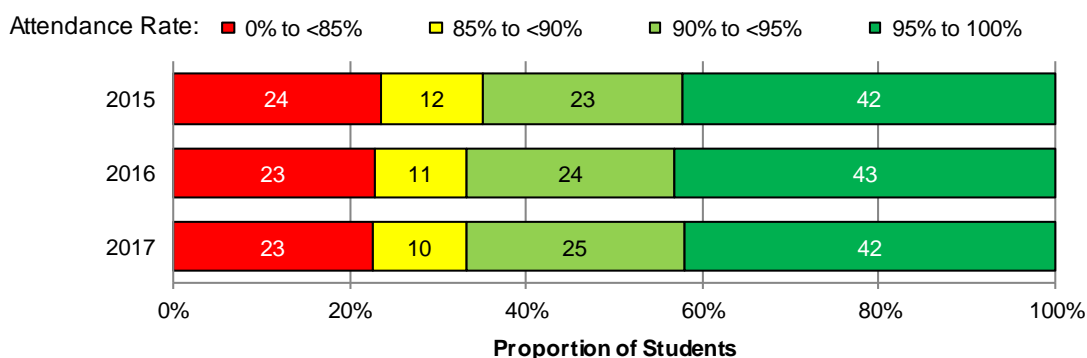
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	90%	89%	89%	89%	92%
2016								92%	91%	89%	87%	90%	91%
2017								91%	90%	90%	91%	90%	90%

\*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 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 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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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 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	2015	2016	2017
Number of students receiving a Senior Statement	142	150	155
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	80	82	70
Percentage of Indigenous students receiving an Overall Position (OP)	14%	18%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	32	36	44
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	85	79	104
Number of students awarded an Australian Qualification Framework Certificate II or above.	74	64	92
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	134	146	155
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.	84%	74%	89%
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%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	94%	98%

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
2015	16	29	22	11	2
2016	16	22	23	16	5
2017	14	24	24	8	0

As at 14th February 2018. 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
2015	51	57	24
2016	50	42	30
2017	49	69	26

As at 14th February 2018. 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	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	89%	91%	91%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	75%	89%	

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September. Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:  
<http://www.toowoombashs.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