



Laidley State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	98 Alfred Street Laidley 4341
Phone	(07) 5466 8922
Fax	(07) 5466 8934
Email	principal@laidleyshs.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Michael Clarkson (Principal)

School overview

Laidley State High School is a co-educational secondary school providing education to students living within Laidley, Plainland, Hattonvale and surrounding communities. Enrolments are currently capped at 742 students through an Enrolment Management Plan (EMP), however all students living within our catchment area are guaranteed enrolment. The school is currently operating at 96% of enrolment capacity.

The school mission '*Aspiring Together...A World of Opportunities!*' recognises the important partnership between home, school and the local community in inspiring young people to take advantage of the broad range of learning opportunities available to them. Our school ASPIRE values - *Ambition, Self Belief, Perseverance, Integrity, Respect and Empathy* - guide the actions of all members of our school community. Our school is strongly committed to developing these values in our students.

Our well established academic, vocational and career and personal development programs enable the development of essential life long learning and 21st century skills. Junior Secondary students are focussed on developing essential literacy, numeracy, technological and critical and creative thinking skills as they are exposed to a broad range of subjects developed from the ACARA Australian Curriculum. Individual students are well supported through effective classroom teacher differentiation practices, close monitoring, diagnostic assessment and the implementation of a range of intervention and extension programs and school processes.

In Senior Secondary, students are supported to choose an individual learning pathway tailored to meet their needs, capabilities and career aspirations. Program include QCAA Authority and Authority Registered courses, internally and externally delivered Certificate I, II and III VET programs, school based apprenticeships and traineeships and work placement. Effective planning, close monitoring and targeted support and intervention enables each student to acquire important qualifications that enables a successful transition to beyond school tertiary studies, vocational pathways, training and employment.

Students are encouraged to participate in a range of sporting, cultural and extra curricular activities that provide a rich source of learning, enjoyment, personal development and future memories. The school is committed to developing the social and emotional capabilities of all students through our universal and targeted personal and career development programs and a range of proactive and responsive social and emotional wellbeing support processes. The school also celebrates and actively caters for diversity through a broad range of inclusive, proactive and responsive practices and programs that support and meet the differing needs of each individual student.

Our school embraces Positive Behaviour for Learning principles with a clear focus on high standards, consistent expectations, modelling and teaching of expected behaviours, celebration of positive behaviour, the analysis of behavioural data and planning for continual improvement. A focus on our PBL Principles (*Respect, Responsibility, Safety and Learning*) enables our school to provide a safe and respectful learning environment where teachers and students have a clear focus on teaching and learning within their classrooms.

The school enjoys positive support from parents and our local community and welcome new families to our school. The construction of \$9 million in new facilities during 2019 will provide exciting new opportunities for learning in the fields of engineering, construction, design and digital technologies, hospitality, music, instrumental music, drama, dance, film and television and science.

As a proud Queensland Independent Public School, our school has demonstrated the capability to be self determining, autonomous and accountable to our school community. Our School Council helps develop, monitor and approve our key school policies, strategic plans and performance and our P&C Association operates our school tuckshop and uniform shop as well as providing advice and financial support for school projects.

School progress towards its goals in 2018

Enhancing Senior Student Achievement

The school has continued to refine and build on its successful monitoring, intervention and celebration plan to drive ongoing improvements in senior student's achievements. Youth and Transitions and Investing for Success funding has assisted us to employ staff and purchase services to support students to succeed. The Senior Outcomes data table in this report provide more details about these achievements. We are proud of the outcomes achieved by our Year 12 students in 2018, particularly given the ever increasing levels of social and emotional wellbeing challenges faced by many students and families within our school community.

With help from teachers, parents and a range of support staff, our students applied themselves to receive record breaking Senior results including:

- 100% of our students achieved a QCE or QCIA – *the best result since the QCE was introduced*
- 37.3% of students without an OP 1-15 achieved a Certificate III – *well above the state average of 29.6%*
- 69.5% of students achieved a Certificate II – *above the state average*
- All indigenous students achieved a QCE or QCIA
- 50% of indigenous students without an OP 1-15 achieved a Certificate III.

Student transitions from school to further education or training increased 4.4% to 41.6%. There was an increase in participation in full time employment from 5.8% to 16.8%. 25.8% of students were still seeking work or were not in the labour force for various reasons. This proportion has remained reasonably consistent since 2011 and reflects the family circumstances, transport barriers and employment conditions that exist for young people in the local area.

Enhancing Junior Student Achievement

Some further improvement were achieved in the school's NAPLAN performance as a result of our schools focus on quality teaching, whole school improvement strategies, effective differentiation, inclusive practices, diagnostic testing, case management and targeted intervention. The Mean Scale Score improved in 5 of 5 domains in Year 7 and 2 of 5 domains in Year 9 compared to the nation in 2017. An unwillingness to attempt the NAPLAN test by a growing number of students continues to have a detrimental impact on the school's NAPLAN performance. Co-teaching, short cycle intervention, short cycle extension, SURGE and Literacy enhancement programs continue to provide additional support to students to improved their individual and collective performances in Mean Scale Score (MSS), National Minimum Standard (NMS) and Upper 2 Bands (U2B) across the 5 domains of Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

Targeted Programs to Support At Risk and Target Group Students

A range of programs and processes are implemented to support at risk and target group students to successfully engage in schooling, achieve positive academic and vocational results and develop resilience, positive relationships and social and emotional wellbeing. Each of the programs listed below have achieved positive anecdotal achievements and have improved various aspects of school performance for the targeted students.

- **STRIVE** – a program to support students in Out of Home Care to develop confidence and skills to support effective learning engagement, attendance, positive relationships and social and emotional wellbeing. This program is coordinated by our school guidance officer and supported by a teacher aide.
- **SURGE** – a program to support the targeted development of critical and creative thinking processes for upper 2 bands students in Year 8 and 9 core classes. The learnings from this program have and will continue to be incorporated into a whole school approach to critical and creative thinking being implemented across the school in 2018. This program is coordinated by our Junior Secondary HOD and implemented by lead teachers.
- **Indigenous Support** – a program to support Indigenous students and their families to be engaged and successful in their schooling through in class support, cultural development, health and wellbeing programs and support and close monitoring and intervention through a case management approach. This program is coordinated by our Community Education Counsellor and supported by an indigenous teacher aide under the leadership of our Senior Schooling Deputy Principal and HOD (Indigenous Education).

Attendance and Retention

Student attendance continues to be both a challenge and a focus of the school. Despite targeted attendance strategies continuing to be implemented during the year the school attendance rate declined from 87.7% to 87.2%. Attendance will be a major focus for our school in 2019 with Deputy Principals and various supporting staff tasked with developing an explicit strategy to return the student attendance rate above 90%.

Implementation of New QCE Curriculum

The school undertook a range of preliminary planning to support the implementation of new subjects and curriculum processes as a part of the introduction of the new QCE in Queensland in 2019. A SATE Planning Team met on a fortnightly basis to make key implementation decisions. Teachers were supported to attend QCAA syllabus training programs and were given release time to develop new Teaching, Learning and Assessment Plans and assessment tasks for all senior subjects. Teacher and Heads of Department were required to develop networks and partnerships with other schools and subject associations to ensure they kept up to date with systemic changes.

Study Skills and Habits

The school has used Investing for Success funding to assist various student groups to develop improved study skills and habits. Resources and presentation materials from external companies including Mighty Minds and Elevate have been utilised as a part of our Personal and Career Development program. These presentations were extended to staff during 2018 to help embed these effective processes for every student across all subjects. In addition, two retired staff members have been employed to coach, monitor and support targeted student to succeed in their learning engagement and study and assessment completion.

Staff Development and Performance

Teaching and non-teaching staff completed a wide range of professional development activities focussed on building high quality curriculum and pedagogical practices. The foci of professional development activities is described later in this report, however the development of staff understanding of the new QCE was a key priority. There was also a continued focus on the school writing framework and explicit teaching strategies. Continued implementation of the Annual Teacher Performance Review process and lesson observation and feedback cycles are key processes that support teacher development.

Community Confidence

Overall 2018 parent and staff opinions declined compared to 2017 however student opinions have improved. Student opinions rate above the Queensland state secondary school average and staff and parents rate below this average.

During 2018 the school worked hard to reinforce high behaviour standards and protect the rights of students and teachers to learn without disruption and be in a safe and respectful learning environment. Our school is strongly committed to working with parents and partner organisations to teach, model, reinforce and support all students to develop the skills, strategies and values required to meet the expected behaviour standards. The school behaviour standards and expectations are developed with consideration to the standards and expectations of our families, our community and the current and future employers and learning organisations that our students will transition to.

Digital Futures Program

The school continued to refine the implementation of the Digital Futures Program, enabling every student in Year 8 to 12 to have access to a computer to assist them with their learning through access to a combination of BYOx, school hire and equity programs. Significant work was undertaken by staff to develop their capability to use various pedagogical approaches that utilise digital devices to support classroom and outside of the classroom learning. Considerable success has been achieved with approximately 95% of Year 8-12 students enrolling in this program, however challenges exist with students not bringing their device to school and issues with the reluctance, inability or significant time taken to replace and repair devices that are not working correctly. Positive feedback has been received from teachers about the transformation in the delivery of classroom learning, the improved packaging and access to modern and high quality teaching and learning resources for units and the greater communication and collaboration between teachers and students about their learning.

Future outlook

During 2019, the major focus of the school will be on:

- The implementation of the New QCE and associated changes to pedagogy and school systems and processes.
- The development of metacognition that support enhanced academic performance.
- The development of PBL processes that support appropriate learning engagement and student behaviour.
- The construction of the \$9 million dollar facilities upgrades and rectification of fire damaged science building.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	686	691	698
Girls	339	337	340
Boys	347	354	358
Indigenous	69	70	68
Enrolment continuity (Feb. – Nov.)	88%	89%	90%

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

The table above describes the enrolment breakdown by gender and the enrolment continuity (the percentage of students completing the year at Laidley State High School for 2018). Students at our school come from families with a range of occupational backgrounds including farming, small business, trades and professions. The local community is generally considered as a low social-economic community and many families benefit from government financial assistance. The community has been affected by serious flooding and economic downturn in recent years. The MySchool ICSEA rating places our school in the 21st percentile nationally on this index of socio economic status with 51% of our families rated in the bottom ¼ of this national index and only 3% in the top ¼.

Other demographic characteristics of our students body includes:

- 52% of students are male and 48% are female
- 10% of students are indigenous
- 2% of students live in Out of Home Care arrangements
- 2% of students are listed as having English as an Additional Language or Dialect in their home.
- 18% of students are classified as having a disability through the NCCD collection process, with the majority of these students identified in the cognitive or social domain.

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	17	18	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Year 7 and 8 – An engaging Junior Secondary curriculum ensures students are well prepared for future senior studies through a clear focus on developing each child's foundational literacy, numeracy, technological and learning skills and habits. Student's study of a range of subjects developed from the ACARA Australian Curriculum and have opportunities to take a range of elective subjects that can be chosen in Years 9 & 10. Individual students are well supported through effective classroom teacher differentiation practices, close monitoring and diagnostic testing of students and the implementation of a range of intervention and extension programs and school processes. In Year 7, students are allocated to class and home room where all the Core subjects will be taught.

Years 9 and 10 - During this phase of learning, student's study a range of core and elective subjects developed from the ACARA Australian Curriculum. Students choose 3 elective subjects to study and focus on consolidating and refining foundational literacy, numeracy, technology and learning skills/habits and the content knowledge, concepts and skills specific to each subject. This enables positive engagement and academic success in their chosen senior pathway subjects. Individual students are well supported through effective classroom teacher differentiation practices, close monitoring and diagnostic testing of students and the implementation of a range of intervention and extension programs and school processes.

In Year 10 students develop Student Education and Training (SET) Plans that allow opportunities to explore their future career pathways and make informed decisions about subject choices that will lead to these planned pathway outcomes. This is completed through the Short Course in Career Education. Students can commence school based apprenticeships and traineeships and work placement during Year 10.

Year 11 and 12 - The Senior Curriculum provides Years 11 and 12 students with the ability to select an individual flexible pathway that reflects their interests, abilities and post school career plans. Students select from a range of Authority subjects, Authority Registered Subjects and additional curriculum offerings available through the Distance Education and other registered training organisations. Vocational courses delivered onsite include Certificate II courses in Hospitality, Music, Workplace Practices and Business and Certificate III courses in Community Sport and Recreation, Fitness and Business. School Based Apprenticeships and Traineeships and Structured Work Placement are available and can be organised by the school.

Co-curricular activities

Sport - Laidley State High has a considerable reputation in sport. Once again this year, a large number of students represented the school, district and region in various sporting events. We have a large number of sporting teams nominate and participate in the CISSSA summer and winter afterschool sporting competitions. Some of our teams have become CISSSA Champions and progressed on to represent our school at the Metropolitan Finals. Sports that we have participated in include soccer, touch, rugby league, netball, tennis, squash, cricket and softball. The school commenced implementation of a Touch Football Academy in 2018 and plans to extend this program further in future years. The school was also extensively involved in the inaugural year of the new Western Ranges District, holding the Chair and Treasurer positions.

Cultural - The Annual Variety Concert – Splendour in the Hall is a combined effort by the Drama, Hospitality and the Arts departments. The Drama and Hospitality students also hold a Theatre Restaurant in Term 4. Students participate in Debating and Public Speaking competitions, as well as the Lions Youth of the Year competition. The school band performs at a range of school and community events during the year. Students and staff publish an end of Term *High Flyer* magazine and an annual School Magazine.

Academic Competitions - Students participate in a range of academic competitions including the Australian English, Writing, Mathematics and Science Competitions with some students being awarded High Distinctions or Distinctions. Students also submit art works into regional art competitions. Our school Optiminds team won the State final in the Science and Engineering section.

Camps & Excursions - Students participate in a number of curriculum focussed camps including Year 11 Leadership Camp to Emu Gully and Year 7&8 Camp to the Gold Coast. Various subject areas conduct excursions to ensure our students are exposed to real life and high quality learning opportunities. Career and Personal Development days are held during the year to focus learning on particularly relevant issues including career and work education, bullying, self-esteem and relationship development, drug and alcohol, safe partying and first aid/CPR. Level 1 & 2 students are also rewarded with end of term recreational excursions.

How information and communication technologies are used to assist learning

ICT is embedded within curriculum in all faculty areas across the school with a particular focus on learning experiences that promote higher order thinking. In addition students can choose to complete specialist ICT courses in Years 9 to 12.

All students should have access to a digital device to assist them with their learning through our Digital Futures program. Students can connect their own BYOx device to our school network or hire a school laptop. An onsite help desk assists students to resolve IT issues and connect students to suppliers for warranty and repairs. Year 7 students have access to laptops within their classroom environment and a small number of computer labs are available for students to undertake research, production and classroom learning activities. Additional computers are also located in some classrooms throughout the school. All the computers are able to access the internet through wired or wireless network connection. Student printing is controlled using PaperCut and stored in a print queue for later collection.

The school has invested heavily in STILE, a learning management program for teachers to use to package learning, formative assessment and homework tasks and resources for students. Online learning platforms such as BKSB are utilised to monitor and track student learning and create personalised learning.

All teaching staff have access to a laptop to support their planning, teaching and school administration. Most classrooms have data projectors installed to enable full integration of digital resources into teaching and learning. Staff are continuing to develop and extend their capabilities to utilise various technologies and digital resources to enhance learning engagement.

Social climate

Overview

The school employs a range of strategies to support students to grow and develop as well as resolve learning, social, emotional and health issues. The Deputy Principals are in charge of various year levels. Each year level is divided into a number of care classes, each having a care teacher who meets with students every day throughout the year. Year Coordinators are appointed to oversee the pastoral care of a year level. They are usually the first contact for parents wishing to discuss issues that affect their child's education.

Students, staff and parents are also supported by our support services team including Guidance Officer, Chaplain, School Nurse, Youth Support Coordinator and Indigenous Community Education Officer. This Support Services team meet regularly and implement strategies to support students to feel safe and supported.

The School Behaviour Level System continues to promote good behaviour, with rewards excursions for Level 1 and 2 students at the end of each term and positive rewards tickets and fortnightly prize draws at each school parade. Positive learning engagement (behaviour and effort), achievement and attendance is recognised in various ways including through ASPIRE Awards at the beginning of each term. Postcards focussing on our 6 ASPIRE Values (Ambition, Self-Belief, Perseverance, Integrity, Respect and Empathy) are distributed to students and staff to encourage positive behaviour.

Parents, students and staff have provided strong endorsement of the schools implementation of the Positive Behaviour Support (PBS) framework. The focus of PBS in our school includes:

- Setting high standards and expectations in relation to student behaviour.
- Clearly defining and teaching consistent expected behaviours in various school contexts. This is undertaken through structured teaching in Personal & Career Development classes with reinforcement during all regular classes.
- Rewarding students for doing the right thing, focussing on 4 positive reinforcements for every 1 corrective action.
- Continual analysis of behaviour data to inform interventions and school decision making.
- Supporting staff to develop effective strategies to manage student classroom and playground behaviour.

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%	90%	88%
• this is a good school (S2035)	91%	89%	89%
• their child likes being at this school* (S2001)	86%	90%	88%
• their child feels safe at this school* (S2002)	94%	87%	85%
• their child's learning needs are being met at this school* (S2003)	82%	83%	83%
• their child is making good progress at this school* (S2004)	76%	90%	82%
• teachers at this school expect their child to do his or her best* (S2005)	91%	93%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	83%	82%
• teachers at this school motivate their child to learn* (S2007)	94%	87%	83%
• teachers at this school treat students fairly* (S2008)	91%	83%	79%
• they can talk to their child's teachers about their concerns* (S2009)	94%	93%	90%
• this school works with them to support their child's learning* (S2010)	91%	93%	84%
• this school takes parents' opinions seriously* (S2011)	94%	93%	88%
• student behaviour is well managed at this school* (S2012)	74%	90%	71%
• this school looks for ways to improve* (S2013)	94%	93%	90%
• this school is well maintained* (S2014)	91%	90%	92%

* 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%	86%	94%
• they like being at their school* (S2036)	89%	80%	92%
• they feel safe at their school* (S2037)	88%	80%	89%
• their teachers motivate them to learn* (S2038)	91%	86%	92%
• their teachers expect them to do their best* (S2039)	97%	95%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	92%
• teachers treat students fairly at their school* (S2041)	79%	70%	75%
• they can talk to their teachers about their concerns* (S2042)	83%	70%	75%
• their school takes students' opinions seriously* (S2043)	79%	71%	78%
• student behaviour is well managed at their school* (S2044)	72%	56%	62%
• their school looks for ways to improve* (S2045)	96%	91%	93%
• their school is well maintained* (S2046)	83%	83%	80%
• their school gives them opportunities to do interesting things* (S2047)	92%	83%	78%

Percentage of students who agree# that:	2016	2017	2018
---	------	------	------

* 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)	91%	94%	88%
• they feel that their school is a safe place in which to work (S2070)	92%	87%	78%
• they receive useful feedback about their work at their school (S2071)	84%	82%	73%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	85%	83%
• students are encouraged to do their best at their school (S2072)	94%	94%	85%
• students are treated fairly at their school (S2073)	88%	90%	85%
• student behaviour is well managed at their school (S2074)	66%	62%	66%
• staff are well supported at their school (S2075)	80%	65%	68%
• their school takes staff opinions seriously (S2076)	81%	75%	70%
• their school looks for ways to improve (S2077)	94%	92%	84%
• their school is well maintained (S2078)	85%	94%	76%
• their school gives them opportunities to do interesting things (S2079)	84%	87%	79%

* 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

A Meet and Greet BBQ for parents and teachers is held in early February each year to assist teachers and parents to build positive relationships and share knowledge about students and school operations, programs and supports. Parents are personally invited to the ASPIRE Parades, Investiture Ceremony, Sports Award Dinner and Annual Awards Nights to help celebrate student achievement and recognise the role that parents play in this success.

Involvement in the learning process takes place through Parent -Teacher -Student interviews and subject information evenings where course content in the Junior and Senior Secondary curriculum is discussed. Parents of Year 10 students are required to attend a SET Plan Interview to confirm a career plan for their child. Parents are also required to attend a Year 11 QCE Review meeting to review progress at the start of Semester 2 Year 11 and ensure that students have selected appropriate programs and are on track to succeed. Direct contact with teachers and Heads of Department is also encouraged and staff email addresses available in the school diary. The school newsletter is published every three weeks and a *High Flyer* magazine published at the end of every term.

The school has a large co- curricular program in the Arts and Sport. Parent involvement in these areas is high and one of the best ways to meet teachers, parents and students in a supportive and friendly environment. All new students and parents are required to have an interview with Administration as part of the enrolment process. A special orientation and induction program occurs for new Year 7 students to enable students and parents to become familiar with the school and its operations and allow our school to build important relationships required for student happiness and success. Close consultation also exists with parents of Indigenous, Out of Home Care and Special Education students to assist students from these target groups to overcome barriers to learning and achieve success at school.

Parents are consulted regarding a wide range of educational matters including but not limited to:

- SET Plan development including career planning, subject selection, subject change processes and post school transition plans.

- Variations to curriculum and adjustments and differentiation within the teaching, learning and assessment process.
- Development of personalised plans including Individual Curriculum Plan (ICP), Behaviour Plans, Safety Plans, Education Support Plans etc.
- Case management meetings for students with a disability, learning enhancement needs and individual social, behavioural, health and learning needs.

Various local business and organisations assist our students with authentic learning experiences through excursions, school presentations, careers activities, work experience and school based apprenticeship and traineeships.

The school has a solid and loyal P&C participation who work well to guide P&C operations and provide feedback to the Principal about school operational issues. The School Council meets each term to plan and review the strategic directions, policies and performance of the school.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The underpinning ASPIRE values articulate the schools' vision for *Respect* and *Empathy*.

The school administration, Year Coordinators, Care teachers, teachers and support services and diverse learner teams provides students with supportive, caring and learning focused programs and interventions that build personal capability to develop and maintain positive relationship and make safe and appropriate decisions.

All students participate in Personal and Career Development program that includes topics that aim to build a culture that promotes healthy respectful relationships, prevents violence and abuse and promotes personal safety, equality and conflict resolution without violence. The school's Personal and Career Development program is embedded in Year 7 subjects and is delivered through a stand-alone subject in Years 8-12. The Junior Secondary and Senior Secondary HODs oversee this program Year Coordinators lead the development and implementation with Care teachers. The program contains a range of topics including:

- Friendships, positive relationships and conflict resolution
- Personal safety and awareness including drug, alcohol, sex education and violence
- Career and transition planning
- Explicit teaching or positive behaviour associated with the schools PBL program
- Study, organization, research, learning and assessment skills and strategies
- Leadership development

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	322	314	286
Long suspensions – 11 to 20 days	16	12	14
Exclusions	6	4	4
Cancellations of enrolment	9	5	6

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

The school has focussed on strategies to reduce its environmental footprint. Electricity usage has decreased as a result of greater promotion and awareness of the need to reduce electricity usage by turning off lights, heaters, air conditioners and electrical devices when not in use. The school has solar electricity generation capacity. Water consumption has increased, primarily due to differing weather conditions from previous years. Synthetic turf has

been installed in key traffic areas to reduce watering requirements and cover bare ground in high traffic areas. The school has a range of water tanks providing water to toilets and gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	292,494	277,579	269,522
Water (kL)	3,693	1,899	2,239

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.

3. Click on 'View School Profile' of the appropriate school to access the school's 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	66	33	<5
Full-time equivalents	64	24	<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	2
Masters	4
Graduate Diploma etc.*	18
Bachelor degree	39
Diploma	3
Certificate	0

*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 \$32 900.

The major professional development initiatives are as follows:

- Writing and Critical and Creative Thinking PD activities at staff meetings and faculty meetings
- Positive Behaviour for Learning implementation (including Essential Skills for Classroom Management)
- Systemic training including Code of Conduct, Student Protection, Asbestos, Fire Safety and Workplace Health & Safety
- Faculty specific planning, teaching and assessment PD to support QCAA programs and C2C/ACARA implementation.
- Senior Assessment and Tertiary Entrance PD to support the implementation of the new QCE.
- Professional development to support implementation of vocational education programs, including Cert IV Workplace Trainer and Assessor, VET qualifications and industry experience and currency.
- Curriculum, teaching and assessment differentiation strategies to support learners with different learning needs.
- Teacher coaching and mentoring activities including classroom observations and classroom walkthroughs.
- Fortnightly faculty meetings to support curriculum implementation, pedagogical practices and school organisation

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%	95%

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	89%	88%	87%
Attendance rate for Indigenous** students at this school	84%	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			

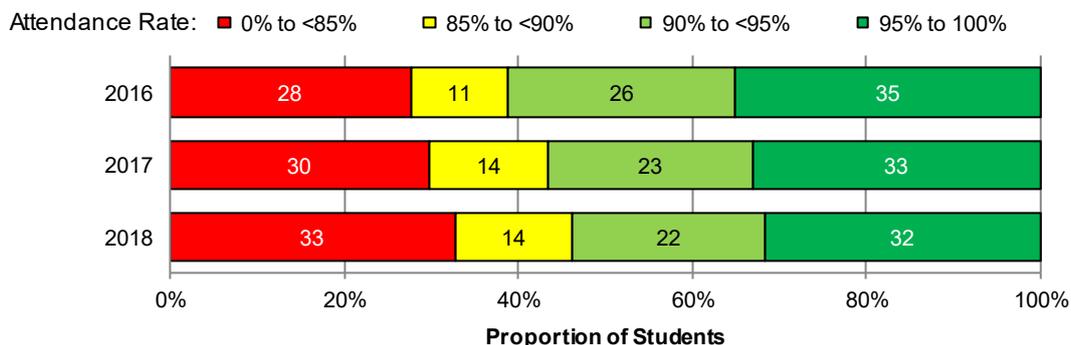
Year level	2016	2017	2018
Year 7	92%	91%	90%
Year 8	90%	87%	87%
Year 9	87%	88%	86%
Year 10	87%	85%	87%
Year 11	88%	87%	84%
Year 12	90%	87%	87%

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.

Attendance rolls are marked each morning during Care class. The school utilised ID Attend to mark rolls electronically each lesson during the day. Attendance is monitored closely by care teachers, class teachers, Year Coordinators, school administrators and our school attendance officer. Text messages are sent daily to inform parents/guardians that their child is absent from school. Letters are sent home to parents requesting explanations for absences and asking parents to meet with school administrators to address any issues affecting attendance. The attendance officer also contacts parents to discuss issues impacting on attendance and refers students and parents to school administration and other school support services to help address barriers to attendance.

Individual student and class rewards scheme provides positive reinforcing to encourage full attendance by students. Attendance at the Senior Formal is dependant on attendance rate of 85% or higher. Attendance is celebrated as a part of term ASPIRE Awards parades.

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.

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 '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	101	107	82
Number of students awarded a QCIA	8	10	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	91	96	79
Percentage of Indigenous students awarded a QCE at the end of Year 12	92%	77%	88%
Number of students who received an OP	25	28	24
Percentage of Indigenous students who received an OP	15%	8%	38%
Number of students awarded one or more VET qualifications (including SAT)	83	92	68
Number of students awarded a VET Certificate II or above	74	82	57
Number of students who were completing/continuing a SAT	6	17	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	68%	82%	63%
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	95%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	92%	96%	86%

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	3	2	4
6-10	5	6	5
11-15	9	15	6
16-20	7	5	7
21-25	1	0	2

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	35	37	41
Certificate II	61	70	50
Certificate III or above	37	36	28

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 in Year 10 were able to choose to complete a Certificate I in Information, Digital Media and Technology or a Certificate I in Business. As a part of their Senior studies Year 11 and 12 students were able to compete a Certificate II in Music, Certificate II in Business, Certificate II in Hospitality, Certificate II in Information, Digital Media and Technology, Certificate III in Fitness, Certificate III in Sport and Recreation and a Certificate III in Business. Some students completed other VET Certificate courses through partner organisations including TAFE Queensland South West, UQ Gatton Vocational Education Centre, Binnacle Training, Rural Training Queensland and other training providers linked with School Based Apprenticeships and Traineeships. These have been achieved through a flexible approach to timetabling and subject planning.

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	77%	83%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	84%	76%	80%

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.

Young people who left our school in Years 10, 11 prior to completing Year 12 generally transition to TAFE, full or part time work or other learning programs. Less than half remain living at home, unable to access further work or training opportunities due to limited motivation and availability of regional transport infrastructure or family transport options.

Our Youth Support Coordinator offers transition support for disengaged and disengaging students to assist them to move beyond school into successful future learning or employment pathways. The school works closely with a

range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

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.laidleyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>