



Laidley State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 by our students. 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 and diagnostic testing 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 goals and aspirations. Programs 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 senior outcomes and qualifications that enables them to make 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, clear and 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 welcomes new families to our school. The construction of \$9 million in new facilities during 2019 will provide exciting new and enhanced 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.

Principal's Foreword

Introduction

This 2017 School Annual Report provides our school community and prospective families with information about the characteristics, operations, activities and outcomes of our school. This includes:

- Our major achievements across the school in 2017
- Our future goals for 2018
- An overview of school profile including its characteristics, operations and outcomes
- Teachers' qualifications and a summary of the professional development undertaken by our staff
- Student performance results and the key outcomes of the NAPLAN testing and Year 12 outcomes
- School opinion survey outcomes

School Progress towards its goals in 2017

Independent Public School

Our school was officially announced as one of 250 Independent Public Schools in Queensland in November 2016 in recognition of our schools ability to accept a higher level of school autonomy and accountability for our strategic direction and performance and our ability to influence and improve the way policies, processes and practices support all Queensland schools to improve learning outcomes and opportunities for students. In 2017 our School Council was formed through the election of staff, students and parent representatives. As School Council develops it will become a valuable body to assist the Principal to shape the schools' strategic direction and plan and monitor ongoing school performance towards our school and systemic targets.

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 at school. Youth and Transitions and Investing for Success funding has assisted us to employ staff and purchase services to better monitor student performance and support students to succeed. The Senior Outcomes data table in this report provides more details about these achievements. We are proud of the outcomes achieved by our Year 12 students in 2016, 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:

- 82% of OP eligible students achieved an OP 1 to 15 – *the best result for more than the past decade*
- 99% of our students achieved a QCE or QCIA – *the best result since the QCE was introduced*
- 39% of students without an OP 1-15 achieved a Certificate III – *well above the state average of 26%*
- 79% of students achieved a Certificate II – *the best result for more than the past decade*
- 16% of students completed or were continuing a School Based Apprenticeship or Traineeship – *the 2nd best result for the past 7 years*
- Strong performance by our indigenous students continues to ensure our school outperforms other Queensland schools in this area. All indigenous students except one achieved a QCE or QCIA, 85% of indigenous students completing one or more Certificate II or III qualifications and 38% graduated with a completed or continuing School Based Apprenticeship or Traineeship.

Recent gains in student's transition from school to further education or training declined for 2016 graduates, down to 37% from 43% the previous year. There was an increase in participation in employment to 39%, up from 31% as a result of increase participation in part time work. 22% of students are still seeking work or are not in the labour force for various reasons, down from 24% the previous year. This result 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 improvements were achieved in the school's NAPLAN performance as a result of our schools focus on quality teaching and pedagogy, whole school improvement strategies, effective differentiation, inclusive practices, diagnostic testing, case management and targeted intervention. An unwillingness to attempt the NAPLAN test by a growing number of students (particularly Year 7 students) had a detrimental impact on the school's NAPLAN performance this year. Co-teaching, short cycle intervention, short cycle extension, SURGE and Literacy enhancement programs continue to provide additional support to students to improve 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.

Developing writing capabilities was a key focus of staff and student development in 2017. While significant improvement occurred in Writing for Upper 2 Bands (U2B) students, the overall Mean Scale Score (MSS) and proportion meeting National Minimum Standard (NMS) declined due to a significant increase in the number of students who attempted the Writing test. It is believed that the negative media and public discussion about NAPLAN test regime has contributed to the negative approach to NAPLAN by some students and parents. Removing these students from data calculations results in the school performing similarly or higher in various domains of 2017 NAPLAN. Further improvements are keenly sought by the school in coming years.

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.

- **OPAL** – this program to support Senior Secondary students at risk of disengagement from schooling did not occur in 2017 due to a lack of suitable applicants (mainly due to the smaller Year 11 cohort entering senior).
- **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 7 and 8 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 2017. 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 to 86.2%. Attendance will be a major focus for our school in 2018 with Deputy Principals and various supporting staff tasked with developing an explicit strategy to return the student attendance rate above 90%.

Implementation of National Curriculum

Faculties continued to refine the National Curriculum through the adaption of the Education Queensland C2C curriculum materials most Key Learning Areas. Teachers were supported to implement various ways to differentiate and make adjustments for individual students, including those working at and below age appropriate levels. In 2017, the school has been focusing on rewriting of all junior school work programs, unit plans and assessment tasks using consistent whole school templates. This has enabled a clearer focus in the Australian Curriculum achievement standards and the removal of unnecessary content delivery providing greater focus on preparing students for the conceptual understanding and critical and creative thinking rigours of the new QCAA Year 11 & 12 syllabi.

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 will be 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 students 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 school writing framework and explicit teaching strategies continued to be an important focus for all teaching staff. 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 2017 parent and staff opinions remained consistent with 2016 results and student opinions declined slightly. Parent opinions rate equal to the Queensland state secondary school average and student opinions rate equal to the like school average. This reflects the positive confidence that the school community has in our school.

The decline in student opinions reflects a decline in student behaviour and engagement during 2016 and early 2017 and the schools' response to tightening the rules, expectations and consequences for unacceptable and inappropriate behaviour. The school initiated a sharp focus on school routines and consistent practices during 2017 and student behaviour data improved significantly in Semester 2 2017 compared to Semester 1 with suspension rates declining by 35%.

During 2017 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 student 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.

School Communication and Promotion

The school has reviewed and improved the way we communicate and consult with parents and our school community through a more effective use of a range of technologies and school processes. This has included changing the school newsletter to a digital format, allowing parents with greater ability to connect to associated online and digital content. The High Flyer magazine continues to showcase school programs and student participation and success each term. Facebook has increasingly been used throughout the year to keep the school community informed and connected to our school and the school website has been progressively updated. Survey Monkey has been used to survey students, staff and parents to inform reviews of current practice and decision making about the future school policies and practices. The school set up Q Parents to enable parents to access information and engage with the school regarding their students.

The school will continue to investigate and improve the way we provide our school community with enhanced access to information and services including through the implementation of the COMPASS school management and communication platform.

Future Outlook

The 2017 Annual Implementation Plan has been developed to implement the school's 2017 – 2020 Strategic Plan. It includes a sharp whole school focus on:

- **School Reading Comprehension Framework** – refined and consistently understood and implemented set of reading comprehension practices throughout the school, leading to improved reading performance across the school.
- **School Critical and Creative Thinking Framework** - develop and consistently understood and implemented set of critical and creative thinking practices throughout the school, leading to improved higher order thinking performance across the school.

A summary of the key priorities contained in the Strategic Plan is listed below. Strategies are developed each year to progress the implementation of each key pillar and strategic priority listed in the Strategic Plan.

CONSISTENT, HIGH QUALITY TEACHING AND LEARNING				<i>Key Pillar 1</i>
WHOLE SCHOOL APPROACHES	CONSISTENT EXPECTATIONS	STAFF CAPABILITY DEVELOPMENT	REVIEW & RESPONSIVENESS	
Research based whole school approaches align resources, drive consistent practices and improve performance in targeted areas.	Clearly defined, well supported, closely monitored and consistently implemented expectations improve teaching and learning.	Targeted and purposeful staff development processes develops high performing staff and teams.	Proactive school review and planning processes respond to performance trends and future strategic opportunities to improve learning outcomes.	
KEY STRATEGIES FOR 2018 IMPLEMENTATION				
<ul style="list-style-type: none"> • Continue implementation of a Schoolwide Approaches to Critical and Creative Thinking and Writing • Develop and implement a SATE and New QCE Plan to prepare for new QCAA senior changes in 2019. • Enhance staff and student capability to explicitly teach, understand and utilise Cognitive Verbs • School Curriculum Redesign: Publish Junior school work programs and unit plans for all Junior Secondary subjects. • School Curriculum Redesign: Develop new Teaching, Learning and Assessment Plans for 2019 Senior subjects. • Publish a new School Assessment Policy including processes for assessment collection, moderation and authenticity. • Review Year 10 Course Offerings to improve QCE outcomes. • Trial implementation of STILE Learning platform for lesson planning, teaching and formative assessment. 				
MAXIMISING STUDENT ATTAINMENT IN A POSITIVE LEARNING CLIMATE				<i>Key Pillar 2</i>
POSITIVE LEARNING CLIMATE	PERFORMANCE MONITORING & REVIEW	TARGETTED INTERVENTION	SOCIAL & EMOTIONAL WELLBEING	
<i>Consistent implementation of PBL principles and practices creates a positive school learning climate.</i>	<i>Systematic goal setting, performance monitoring and review processes enables targeted support to maximise learning outcomes every student.</i>	<i>Proactive, responsive and targeted intervention strategies maximise learning outcomes for the full range of students.</i>	<i>Proactive, universal approach promotes and develops the Social and Emotional Wellbeing of students and staff.</i>	
KEY STRATEGIES FOR 2018 IMPLEMENTATION				
<ul style="list-style-type: none"> • Consistent Positive Behaviour for Learning expectations and review of Responsible Behaviour Plan • Develop and implement a strategy to improve Student Attendance • Set and effectively monitor Academic Performance Targets • Continue existing monitoring and targeted intervention to Support Successful Senior Outcomes and Transitions • Implement the Harrison Career Tool to support informed decisions and have greater commitment to learning • Implement Tier II Positive Behaviour for Learning processes • Develop a proactive School Wellbeing Team responsible for student and staff wellbeing. 				
A CONFIDENT AND ENGAGED SCHOOL COMMUNITY				<i>Key Pillar 3</i>



INNOVATIVE PROGRAMS	ACTIVE PARTNERSHIPS	TARGETTED RESOURCING	CELEBRATING SUCCESS
<p><i>Innovative programs focus students on deep and authentic learning.</i></p>	<p><i>Strong community partnerships strengthen school programs, student engagement and learning outcomes.</i></p>	<p><i>Sustainable and well maintained school facilities and targeted resourcing support high quality teaching and learning.</i></p>	<p><i>School marketing and celebration processes reward positive effort and outcomes and build school community confidence.</i></p>
<p>KEY STRATEGIES FOR 2018 IMPLEMENTATION</p> <ul style="list-style-type: none"> • Investigate opportunities for innovation and improved practice associated with becoming an Independent Public School • Implement a Touch Football Academy and investigate senior Construction and Engineering courses for 2019/2020. • Establish and commence operations of a School Council • Explore opportunities to enhance Industry and Community Partnerships and strategic VET Industry Partnerships • Commence planning for construction of new facilities as a part of DETs Six Full Cohort program. • Implement leasing a new School Bus • Implement COMPASS school management system to improve digital operations 			

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	695	352	343	83	88%
2016	686	339	347	69	88%
2017	691	337	354	70	89%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 2017. 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 socio-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 18th 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 2% 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.
- 16% 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.
- 18% of students (125 of 708 students) left the school between February and November this year. Indigenous students are over represented in this group with 25% (17 of 69 students) exiting the school during this period.

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	17	17	18

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 a range of subjects developed from the ACARA Australian Curriculum and have opportunities to tasks 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. They 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. Students can commence school based apprenticeships and traineeships and work placement during Year 10.

Year 11 and 12 - The Senior Curriculum provides Year 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, 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. The OPAL alternate program is also available for students who are unable to participate in standard schooling on a full time basis.

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 is planning for the implementation of a Touch Football Academy in 2018 and has been extensively involved in preparations for the transition to the Western Ranges District as a part of the restructure of Metropolitan West School Sport.

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 Physical Education (Emu Gully), Biology and Hospitality. 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 who do not have a computer to undertake research, production and classroom learning activities. Additional computers are also located in some classrooms throughout the school. Special Education students have access to IPADs to support their learning. 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.

A range of digital learning resources are utilised by teachers to support curriculum development, lesson planning and classroom and home learning. 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 electronic whiteboards or short throw data projector 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

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	91%	90%
this is a good school (S2035)	100%	91%	89%
their child likes being at this school* (S2001)	95%	86%	90%
their child feels safe at this school* (S2002)	95%	94%	87%
their child's learning needs are being met at this school* (S2003)	95%	82%	83%
their child is making good progress at this school* (S2004)	91%	76%	90%
teachers at this school expect their child to do his or her best* (S2005)	95%	91%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	88%	83%
teachers at this school motivate their child to learn* (S2007)	95%	94%	87%
teachers at this school treat students fairly* (S2008)	82%	91%	83%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	93%
this school works with them to support their child's learning* (S2010)	90%	91%	93%
this school takes parents' opinions seriously* (S2011)	95%	94%	93%
student behaviour is well managed at this school* (S2012)	85%	74%	90%
this school looks for ways to improve* (S2013)	100%	94%	93%
this school is well maintained* (S2014)	95%	91%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	95%	86%
they like being at their school* (S2036)	90%	89%	80%
they feel safe at their school* (S2037)	85%	88%	80%
their teachers motivate them to learn* (S2038)	87%	91%	86%
their teachers expect them to do their best* (S2039)	95%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	87%	94%	89%
teachers treat students fairly at their school* (S2041)	75%	79%	70%
they can talk to their teachers about their concerns* (S2042)	72%	83%	70%
their school takes students' opinions seriously* (S2043)	77%	79%	71%
student behaviour is well managed at their school* (S2044)	77%	72%	56%
their school looks for ways to improve* (S2045)	92%	96%	91%
their school is well maintained* (S2046)	89%	83%	83%
their school gives them opportunities to do interesting things* (S2047)	82%	92%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	91%	94%
they feel that their school is a safe place in which to work (S2070)	98%	92%	87%
they receive useful feedback about their work at their school (S2071)	94%	84%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	86%	85%
students are encouraged to do their best at their school (S2072)	100%	94%	94%
students are treated fairly at their school (S2073)	99%	88%	90%
student behaviour is well managed at their school (S2074)	88%	66%	62%
staff are well supported at their school (S2075)	90%	80%	65%
their school takes staff opinions seriously (S2076)	90%	81%	75%
their school looks for ways to improve (S2077)	95%	94%	92%
their school is well maintained (S2078)	93%	85%	94%
their school gives them opportunities to do interesting things (S2079)	96%	84%	87%

* 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 commenced establishment of a new School Council associated with being selected as an Independent Public School.

Respectful relationships 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 of positive behaviour associated with the schools PBL program
- Study, organization, research, learning and assessment skills and strategies
- Leadership development

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	230	322	314
Long Suspensions – 11 to 20 days	10	16	12
Exclusions	2	6	4
Cancellations of Enrolment	8	9	5

Environmental Footprint

Reducing the 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 decreased 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	285,980	2,987
2015-2016	292,494	3,693
2016-2017	277,579	1,899

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	65	34	<5
Full-time Equivalent	62	23	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	4
Graduate Diploma etc.**	17
Bachelor degree	39
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$36 900

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.
- 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 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, 90% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

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).	89%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	84%	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%.

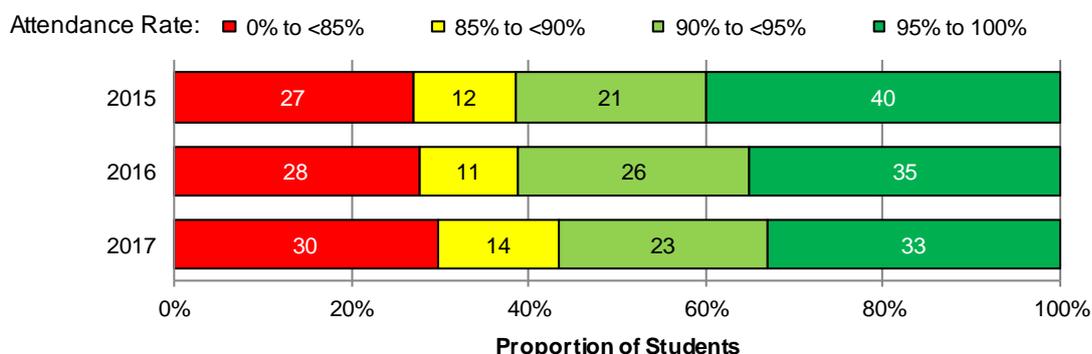
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	92%	89%	88%	88%	88%
2016								92%	90%	87%	87%	88%	90%
2017								91%	87%	88%	85%	87%	87%

*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.

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 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.

Find a school

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	93	101	107
Number of students awarded a Queensland Certificate of Individual Achievement.	1	8	10
Number of students receiving an Overall Position (OP)	37	25	28
Percentage of Indigenous students receiving an Overall Position (OP)	30%	15%	8%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	6	17

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	62	83	92
Number of students awarded an Australian Qualification Framework Certificate II or above.	51	74	82
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	90	91	96
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	92%	77%
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.	81%	68%	82%
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.	100%	95%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	92%	96%

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	4	9	17	7	0
2016	3	5	9	7	1
2017	2	6	15	5	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	29	33	36
2016	35	61	37
2017	37	70	36

As at 14th February 2018. The above values exclude VISA students.

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 complete 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

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.	74%	77%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	84%	76%

* 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:

https://laidleyshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Next%20steps%20destination%20surveys/2163_LaidleyStateHighSchool_NextStep2018_Summary.pdf

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.

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. A small proportion 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. The school has initiated an alternate program called OPAL in partnership with other agencies and organisations. The OPAL program involves a 2 day off site program with a 3 day at school program. Students are able to remain on track to achieve a QCE by the end of Year 12 and are supported to re-engage fully in school, progress to TAFE or SAT or transition to the workforce. 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.

Conclusion