



Laidley State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

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

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 range of learning opportunities available to them within our school and the wider community. Our school ASPIRE values (*Ambition, Self Belief, Perseverance, Integrity, Respect and Empathy*) guide the actions of all members of our school community and are taught and reinforced to students on an ongoing basis.

The school has well established academic, vocational and Career and Personal Development programs. In Junior Secondary, the aim is to prepare each child for success in their chosen senior pathway. This is achieved through a clear focus on developing each child's foundational literacy, numeracy, technological and learning skills and habits through the study of a range of core and elective 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. 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 intervention and support enables each student to focus on successful transition from school to the post school education, training or employment pathway of their choice.

Students are encouraged to participate in a range of sporting, cultural and extra curricular activities that provide a rich source of learning, enjoyment and personal development. The school is committed to developing the social and emotional capabilities of all students through our universal and targeted personal and career development programs, a strong focus on our Positive Behaviour for Learning (PBL) Principles (*Respect, Responsibility, Safety and Learning*) and a range of proactive and responsive social and emotional wellbeing support processes.

Principal's Foreword

Introduction

This 2016 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 2016
- Our future goals for 2017
- 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 2016

Teaching and Learning Audit

The school participated in a Teaching and Learning Audit in 2016 where 3 practising Principals spent 3 days in our school talking to teachers, students, parents, partner organisations and our broader school community to review our current progress and provide advice regarding the next layer of work that the school should embark on to gain the next layer of school improvement. The recommendations have been encompassed within our new 2017 to 2020 Strategic Plan.

Independent Public School

Consultations occurred with the school community in late 2016 resulting in the school submitted an application to become an Independent Public School. In November 2016, the school was officially announced as one of 250 Independent Public Schools in Queensland. This is strong recognition of our schools ability to accept a higher level of school autonomy and accountability for our strategic direction and performance. It also reflects our ability to influence the State Schooling division of the Department of Education and Training to improve the way policies, processes and practices support all Queensland schools to improve learning outcomes and opportunities for students. A key component of being an Independent Public School is the establishment of a School Council that will help the Principal 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 provide 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 pleasing Senior results including:

- 68% of OP eligible students achieved an OP 1 to 15 – our 2nd best result in the past 5 years
- 98% of our students achieved a QCE or QCIA – the best result in our schools history
- 39% of non OP and OP 16-25 students achieved a Certificate III – well above the state average of 26%
- 73% of students achieved a Certificate II – our 2nd best result in the past 5 years
- Strong performance by indigenous students (well above state average shown in brackets), including
 - 100% QCE or QCIA (97%)
 - 100% of OP eligible students receiving an OP 1-15 (62%)
 - 85% completed a Certificate II or higher qualification (75%)

Recent gains in student's transition from school to further education or training declined for 2015 graduates, down to 43% from 49% the previous year. There was an increase in participation in employment to 31%, up from 28% as a result of increase participation in part time work. 25% of students are still seeking work or are not in the labour force for various reasons. 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.

Vocational Education and Training

The school successfully completed an Australian Quality Training Framework (AQTF) Audit and had our registration as a training organisation extended for a further 5 years. This audit inspected our compliance with AQTF Standards to ensure that we are legally delivering high quality and industry relevant vocational education to students. Vocational education plays an important role in our school, preparing and providing certification for our student to support them to seek and successfully gain entry into employment.

Enhancing Junior Student Achievement

Further improvement has been 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. Co-teaching, short cycle intervention, short cycle extension, SURGE and Literacy enhancement programs have all contributed to the improved 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 in Years 7 and 9 are outlined below improvements:

- Greater improvements compared to 2015 than the average of Queensland State Schools in 7 of the 10 domains across Year 7 and 9 in MSS and U2B and in 6 of 10 domains in NMS.
- Improvement in performance compared to a 2008 benchmark is above or substantially above the national improvement in all 5 domains in Year 9,
- Similar MSS performance to other "similar" schools in the nation in 9 of 10 domains across Year 7 and 9.
- Statistically similar to the nation in NMS in 3 of the 5 domains across in Year 9 – the best result in the schools' history
- Statistically similar to the nation in U2B in 2 of the 5 domains in Year 9 – the best result in the schools' history
- Improvements in NMS in Year 7 and Year 9 Writing – a key focus for the school in 2016.

While the school is pleased with the continual improvements, further improvements are keenly sought.

As a result of our signature programs and our school results, our school has received visits from numerous schools during 2016, seeking information and assistance with the development of their learning support and Special Education programs. Our school transition program and learning support processes were showcased through the development of a Department of Education and Training vignette during 2016. This vignette was shown by Patrea Walton, Deputy Director General of DET during a presentation to 1400 principals at the State-wide Principals Conference on the Gold Coast in 2017. This was a great credit to the work being undertaken by our school leadership team and staff.

The introduction of Year 7 into our Junior Secondary school was consolidated during the year with further refinement of processes and practices to support quality teaching and learning.

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** – a program to support Senior Secondary students at risk of disengagement from schooling, through a tailored 2 day off site and 3 days onsite program that enables completion of a QCE and VET qualifications and pathways to employment and training by or before the end of Year 12. This program is delivered in partnership with other organisations and coordinated by a teacher under the leadership of our Senior Schooling Deputy Principal.
- **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 remained steady at 89.2%. A school attendance officer position coordinates intervention and support processes for students who are frequently absent from school in partnership with Deputy Principals.

The percentage of students with less than 90% attendance remained steady at 39%, however the percentage of students with over 95% attendance declined by 5% to 35%. It is evident that this decline in 'great' attendance, following a 10% improvement the year before, is a result of a lesser school focus on high attending students and the gloss coming off the successful ASPIRE Attendance Awards process implemented at the start of 2015 to address school attendance. An increased suspension rate has had an impact on overall student attendance rates.

The indigenous student attendance rate declined by 2.3% during 2015 and the gap between indigenous and non-indigenous student attendance increased to 5.3%, up from 2.5% in 2015. This was mainly due to a pattern of excessive absences from a small number of indigenous students having a disproportionately high impact on the average performance of the indigenous student cohort.

Implementation of National Curriculum

Faculties continued to refine the National Curriculum through the adaptation 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 will be focussed on the rewriting of all Junior school work programs, unit plans and assessment tasks using consistent whole school templates. This will enable a clearer focus in the Australian Curriculum achievement standards and removal of unnecessary content delivery to enable greater focus on preparing students for the conceptual understanding and critical and creative thinking rigours of the new QCAA Year 11 & 12 syllabi currently being developed.

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 2017 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 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

Student opinions about the school improved and parent and staff opinions declined slightly overall compared to 2015. Students and parents opinions rate equal to or higher than other the Queensland state secondary school average. This reflects the positive confidence that the school community has in our school. The decline in staff opinions reflected a significant staff change over in the preceding 18 months with the addition of new teaching positions and staff turnover due to maternity and other types of staff leave, retirements and promotions.

Staff opinions also declined due to a general decline in student behaviour and engagement during the year, including some challenging behaviours evident with the introduction of Year 7 to high school since 2015. Consistent implementation of school standards, expectations and processes became challenging with 45% of all teaching staff being either new to the school or new to their leadership position since the start of 2015.

These two factors have resulted in a 2016 schoolwide focus on staff implementing consistent standards, expectations and routines. The Positive Behaviour for Learning Team will be leading this reviewed and renewed focus on the implementation of PBL, a school program focussed on clearly defining, teaching and rewarding expected behaviours to create a positive and productive school learning culture.

School disciplinary absences (suspensions) increased during the year as the school worked hard to demonstrate high standards and protect the rights of students and teachers to learn without disruption and be in a safe and respectful learning environment while at school. Increased exclusions, particularly for continued and repeated patterns of disruptive behaviour, reflects the schools commitment to maintaining appropriate behaviour standards and learning environments for all students. 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 regarding 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 parent 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 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 new IT platforms including DayMap Attend, DayMap Classroom and Q Parents.

Future Outlook

In late 2016 the school developed a new 2017 – 2020 Strategic Plan and our 2017 Annual Implementation Plan. As a result of school performance data analysis and consultations, there will be a clear whole school focus on the following in 2017:

- **School Writing Framework** – refined and consistently understood and implemented set of writing practices throughout the school, leading to improved writing 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 2017 IMPLEMENTATION				
<ul style="list-style-type: none"> • Develop and commence implementation of a Schoolwide Approach to Critical and Creative Thinking • Develop and consistently implement a Schoolwide Approach to Writing • School Curriculum Redesign: Publish Junior school work programs, unit overviews and unit plans for all Junior Secondary subjects. • Clarify and enforce Consistent Teacher Expectations • Encourage a consistent approach to Classroom Differentiation as a routine element of classroom planning • Refine and embed implementation of Lesson Observation and Feedback Processes to support enhanced teaching 				

- practices.
- Undertake activities to support the teachers to **Develop Co-Teaching Capabilities**
- Undertake activities to support teachers to develop their **Digital Literacy Capabilities**
- Develop and commence implementation of a comprehensive **Senior Assessment and University Entrance Plan**
- Continue development of a new **School Literacy Plan** to guide future school actions to support improved student Literacy performance.
- Develop a **BKSB Implementation Plan** to support expanded use of BKSB throughout the school.

MAXIMISING STUDENT ATTAINMENT IN A POSITIVE LEARNING CLIMATE Key Pillar 2

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 2017 IMPLEMENTATION**
- Support staff to **Consistently Implement Positive Behaviour for Learning Expectations**
 - Undertake a review of **Positive Behaviour for Learning Processes** and make appropriate adjustments
 - Implement a school **Student Goal Setting and Performance Review**
 - Set and effectively monitor **Academic Performance Targets**
 - Refine and reinforce roles to **Improve Attendance**
 - Continue existing monitoring and targeted intervention to **Support Successful Senior Outcomes and Transitions**
 - Implement **Tier II Positive Behaviour for Learning Processes**
 - Develop a proactive **School Wellbeing Team** responsible for student and staff wellbeing.
 - Continue to investigate the implementation of a **School Approach to Social and Emotional Learning Program**

A CONFIDENT AND ENGAGED SCHOOL COMMUNITY Key Pillar 3

INNOVATIVE PROGRAMS	ACTIVE PARTNERSHIPS	TARGETTED RESOURCING	CELEBRATING SUCCESS
<i>Innovative programs focus students on deep and authentic learning.</i>	<i>Strong community partnerships strengthen school programs, student engagement and learning outcomes.</i>	<i>Sustainable and well maintained school facilities and targeted resourcing support high quality teaching and learning.</i>	<i>School marketing and celebration processes reward positive effort and outcomes and build school community confidence.</i>

- KEY STRATEGIES FOR 2017 IMPLEMENTATION**
- Investigate opportunities for innovation and improved practice associated with becoming an **Independent Public School**
 - Lead the development and implementation of a **Laidley Cluster STEM Action Plan -**
 - Investigate the establishment of a **Touch Football School of Excellence**
 - Investigate opportunities of expansion of school and industry partnerships to promote **Paddock to Plate Agricultural Inspirations**
 - Establish and commence operations of a **School Council**
 - Review and refine **Year 7 Enrolment and Transition Processes**
 - Investigate **Cluster VET Consortium**
 - Explore opportunities to enhance **Industry and Community Partnerships**
 - Explore opportunities to enhance strategic **VET Industry Partnerships**
 - Investigate and implement **Q Schools**
 - Develop an **Investing for Success Plan**
 - Develop a 5 year **School Facilities Plan**
 - Investigate leasing a **School Bus**
 - Investigate IT systems to improve digital operations and decommission the **Student Tracking Database**
 - Implement a strategies to enhance **Parent Engagement**
 - Develop use of **Social Media** to proactively communicate and celebrate student and school achievement



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes (from November 2016)
Year levels offered in 2016:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	625	313	312	67	88%
2015*	695	352	343	83	88%
2016	686	339	347	69	88%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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

** 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 2016. 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 15th percentile nationally on this index of socio economic status with 52% of our families rated in the bottom ¼ of this national index.

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 (12) 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.
- 12% of students (85 of 707 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.
- 46 new enrolments (7% of total) joined the school between February and November.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	23	23
Year 11 – Year 12	18	17	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The purpose and focus of learning and curriculum delivery in each band of schooling is defined below.

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 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 be 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 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 Virtual Schooling Service 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. 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

The school offers a variety of co-curricular activities to enable students to gain a full experience from their schooling.

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.

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 to 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 (5 days a week), Chaplain (3 days a week), School Nurse (2 days a week), Youth Support Coordinator (4 days a week) and Community Education Officer (5 days a week). 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 explicitly teaching consistent expected behaviours in various school contexts. This is undertaken through structured teaching in Personal & Career Development classes with reinforcement and implementation 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 School Opinion Survey

There was a general decline in parent opinions in 2016 compared with a record result in 2015, however our school still ranks higher than other Queensland Like Schools in 24 of 35 questions and greater than other Queensland Schools in 11 of 35 questions on this annual survey.

Student Opinion Survey

Significant improvements were made in 82% of all student questions compared to 2015. Student opinions rank our school higher than other Queensland Like Schools in 28 of 33 questions and greater than other Queensland Schools in 15 of 33 questions on this annual survey.

Staff Opinion Survey

There was a general decline in staff opinions in 2016 compared with a record result in 2015. This was primarily attributed to:

- A general decline in student behaviour and engagement during the year, including some challenging behaviours evident with the introduction of Year 7 to high school.
- High staff turnover creating challenges with clarity and consistency with the implementation of school standards, expectations and processes. As at July 2016, 45% of all teaching staff were either new to the school or new to their leadership position since the start of 2015.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	91%	91%
this is a good school (S2035)	98%	100%	91%
their child likes being at this school* (S2001)	97%	95%	86%
their child feels safe at this school* (S2002)	93%	95%	94%
their child's learning needs are being met at this school* (S2003)	93%	95%	82%
their child is making good progress at this school* (S2004)	94%	91%	76%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%	88%
teachers at this school motivate their child to learn* (S2007)	91%	95%	94%
teachers at this school treat students fairly* (S2008)	82%	82%	91%
they can talk to their child's teachers about their concerns* (S2009)	98%	95%	94%
this school works with them to support their child's learning* (S2010)	95%	90%	91%
this school takes parents' opinions seriously* (S2011)	87%	95%	94%
student behaviour is well managed at this school* (S2012)	83%	85%	74%
this school looks for ways to improve* (S2013)	95%	100%	94%
this school is well maintained* (S2014)	96%	95%	91%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	92%	95%
they like being at their school* (S2036)	80%	90%	89%
they feel safe at their school* (S2037)	88%	85%	88%
their teachers motivate them to learn* (S2038)	81%	87%	91%
their teachers expect them to do their best* (S2039)	95%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	87%	94%
teachers treat students fairly at their school* (S2041)	75%	75%	79%
they can talk to their teachers about their concerns* (S2042)	74%	72%	83%
their school takes students' opinions seriously* (S2043)	78%	77%	79%
student behaviour is well managed at their school* (S2044)	69%	77%	72%
their school looks for ways to improve* (S2045)	89%	92%	96%
their school is well maintained* (S2046)	82%	89%	83%
their school gives them opportunities to do interesting things* (S2047)	82%	82%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	99%	91%
they feel that their school is a safe place in which to work (S2070)	97%	98%	92%
they receive useful feedback about their work at their school (S2071)	87%	94%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	89%	86%
students are encouraged to do their best at their school (S2072)	99%	100%	94%
students are treated fairly at their school (S2073)	97%	99%	88%
student behaviour is well managed at their school (S2074)	90%	88%	66%
staff are well supported at their school (S2075)	90%	90%	80%
their school takes staff opinions seriously (S2076)	88%	90%	81%
their school looks for ways to improve (S2077)	94%	95%	94%
their school is well maintained (S2078)	94%	93%	85%
their school gives them opportunities to do interesting things (S2079)	94%	96%	84%

* 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. 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. 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. 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

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	238	230	322
Long Suspensions – 6 to 20 days	11	10	16
Exclusions	2	2	6
Cancellations of Enrolment	7	8	9

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school has focussed on strategies to reduce its environmental footprint. Electricity usage has increased as a result of increased enrolments, additional heating/cooling devices in classrooms and a large number of additional technology devices being utilised in the school. Focus with staff has been through 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 and a desire to enhance the visual appeal of the school. 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
2013-2014	243,828	1,744
2014-2015	285,980	2,987
2015-2016	292,494	3,693

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, contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	67	36	<5
Full-time Equivalents	65	24	<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.**	19
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 2016 were \$51 670

The major professional development initiatives are as follows:

- Explicit teaching and literacy (reading comprehension) with Anita Archer
- Literacy and numeracy PD activities at staff meetings and faculty meetings
- Behaviour management supporting Positive Behaviour for Learning implementation (including Essential Skills for Classroom Management)
- Systemic training including Code of Conduct, Student Protection, Asbestos, Fire Safety, Workplace Health and Safety and Risk Assessments
- Faculty specific planning, teaching and assessment professional development to support QCAA programs and Curriculum to the Classrooms/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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	87%	84%

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

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

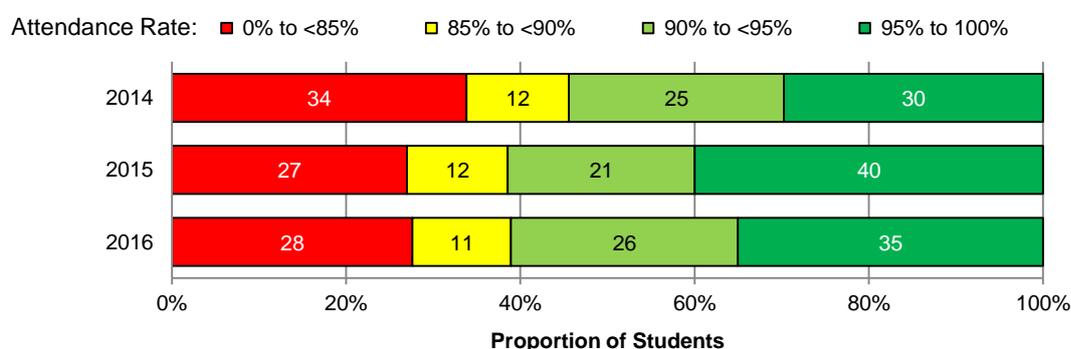
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	88%	85%	84%	88%
2015								91%	92%	89%	88%	88%	88%
2016								92%	90%	87%	87%	88%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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	2014	2015	2016
Number of students receiving a Senior Statement	104	93	101
Number of students awarded a Queensland Certificate of Individual Achievement.	6	1	8
Number of students receiving an Overall Position (OP)	40	37	25
Percentage of Indigenous students receiving an Overall Position (OP)	0%	30%	15%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	13	6

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	82	62	83
Number of students awarded an Australian Qualification Framework Certificate II or above.	60	51	74
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80	90	91
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	92%
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.	50%	81%	68%
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.	90%	100%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	96%	92%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	3	8	9	16	4
2015	4	9	17	7	0
2016	3	5	9	7	1

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	50	53	24
2015	29	33	36
2016	35	61	37

As at 3rd February 2017. 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	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	74%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	60%	100%	84%

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

Student Destinations

Post-school destination information

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

The report will be available at:

<https://laidleyshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/LSHS%20Annual%20report%202016.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