



# Lockyer District State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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## School Overview

Lockyer District High School is an Independent Public Secondary school located at Gatton enrolling around 1100 students. LDHS has a proud history. Positive student achievements remain central to our teaching and learning practices. There is a very strong and successful tradition of sporting, cultural and creative student involvement. Academically, LDHS provides students with a well balanced curriculum and the wide range of subjects caters for the diversity of students' abilities, interests and career aspirations. A Special Education Program supports the needs of students with disabilities. The curriculum is organised around distinct programs within Junior Secondary in Years 7, 8 and 9, and a comprehensive Senior Secondary program in Years 10, 11 and 12 includes academic, practical and vocational (VET) subjects. A successful school-based apprenticeship / traineeship program operates. Within LDHS, a strong supportive environment nurtures individual potential and assists students when personal difficulties arise. This Care team includes Year Coordinators, Guidance Officer, Chaplains, School-based Nurse, an Indigenous worker, School-based Police Officer and Youth Support Co-ordinator. An anti-bullying program is strongly established.

Core to our school's beliefs is that every student can learn, given the right time and support. Our school has a futures-focussed learning experience and is active in teaching behaviours that support success at and beyond school. Our vision is for a holistic education where students are encouraged to be enterprising, resilient, creative, adaptable and confident individuals. These attributes form the basis of the 21<sup>st</sup> Century skills necessary to thrive in our society.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

Lockyer District High School is proud of our work towards our goals. LDHS has made significant gains in continuing to implement the Australian Curriculum. Students have been supported to develop enhanced literacy and numeracy skills through dedicated support classes, while other students in years 9 through 12 have had opportunities to engage in a range of student-centred programs. An example might include linking directly with tertiary institutions a part of the Young Achievers and School's Gateway Programs, STEM Excellence Programs, Dance and Rugby League Excellence Programs and Agriculture.

Students have continued to engage in work placement, school-based apprenticeships and traineeships and engage in certificate courses in vocational programs. These programs increase a student's potential to transition to work after school.

Lockyer District High School is an Independent Public School and is the largest state-funded educational institution in the Lockyer Valley and the largest school in the Lockyer District. We continue to enjoy the support of the school community who value the programs that the school provides for students. Core priorities included

1. Improve whole-school attendance rates.

2. Reading and Numeracy as evidenced in NAPLAN and other standardised testing. These increases have a positive effect on student achievement across the curriculum.
3. Improving senior transition outcomes particularly QCE attainment and OP outcomes.
4. Improving the relationship between school and the community as evidenced in the School Opinion Survey.

## Future Outlook

The school's focus for 2018 includes a focus on implementation of the New QCE System for Senior students, ready to implement in 2019. Writing for year 7-10, through the implementation of a whole-school reading and writing program, rolled out in 2018. Excellence programs in STEM also support more able students giving them an avenue to improve their knowledge and skills through a series of open-ended rich tasks.

Teacher capability continues with targeted professional development to make our teachers better practitioners more able to meet student needs. A key improvement priority for 2018 is the implementation of a new senior curriculum incorporating 21<sup>st</sup> century skills, Explicit Instruction as the key way we teach and Lockyer becoming the largest Tier 2 Positive Behaviour For Learning school in the Darling Downs South West Region.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1052	496	556	70	92%
<b>2016</b>	1054	517	537	86	92%
<b>2017</b>	1048	502	546	82	92%

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>).

Schools may choose to describe their pre-Prep programs under the 'Curriculum Delivery' section below.

## Characteristics of the Student Body

### Overview

The Lockyer District High School student body is characterised by an exciting amalgam of students from diverse backgrounds. Significant numbers of students have a long family history with the school and the agricultural and commercial sectors of the Gatton community. Many other students have settled in the Lockyer Valley as part of the South East's Western Growth Corridor. Many students represent Asian, African, Middle Eastern, Indigenous and other cultures, all who contribute to a rich cultural and educational experience. Lockyer support this diversity through a range of support and extension programs to meet the needs of the Lockyer Valley community.

### 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	21	20	21
Year 11 – Year 12	18	18	17

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- All students engage PBL (Positive Behaviour for Learning) training, including anti-bullying and resilience building programs.
- All students are involved in a comprehensive pastoral care program to build resilience and social and emotional capacity.
- Students participate in Certificate courses in automotive, construction, engineering, hospitality, IT, business, Rural Operations and Dance as well as the potential for students to enroll directly into SQIT or University Head start Programs
- Students engage in Certificate courses in automotive and engineering in our Trade Training Centre.
- Students engage in certificate courses (up to Certificate 3) in rural operations directly through UQ Gatton.
- Students can engage in Instrumental Music and Music Extension programs

### Co-curricular Activities

Lockyer District High School has an extensive program of extra-curricular activities, providing opportunities for all students –

- Musicals, drama and dance performances
- Sports Tours – 2017
- Ski Trip to southern ski fields – 2017
- Leadership Program and Sailing Trip 2017
- Competitive and social sporting competitions
- Show cattle team
- Dance Troupe
- Rugby League Excellence Program
- STEAAM – Science, Technology, Engineering, Arts, Agriculture and Maths Extension programs
- The LDHS Student Representative Council provides leadership opportunities and provides a student voice in school-based decisions

### How Information and Communication Technologies are used to Assist Learning

Lockyer District High School has an integrated approach to the learning and teaching of Information, Communication Technologies (ICTs). ICT skills are not taught in isolation – the skills are developed as part of learning experiences across the curriculum.

- Our school is a BYOx school and supports ipads in years 7-9 and PC devices in years 10-12. Advice on the most appropriate advice for students can be sought from the school. To support students with specialist needs, the school has pool devices for ipad minis and PC devices for day loan as well as several dedicated computer rooms.
- Significant effort is spent skilling and resourcing teaching staff with the necessary knowledge, skills resources required to deliver a digitally rich learning environment.
- Lockyer spends significant funds in 2017 expanding our network capability, improving internet speed to 50 mbps, and employing two computer technicians to support all ICT devices.

## Social Climate

### Overview

The care of students is the key cornerstone of our school. The vast majority of students report feeling safe and welcome at our school. Our school provides a Guidance Officer, School based Youth Health Nurse, Chaplains, School-based Police Officer,



Lead teachers and Year Co-ordinators as initial points of contact for caregivers, students and their families. Other features of our school climate are:

Student Peer Support Officers and Peer Helpers act as support and confidants for troubled students.

- A proactive care team regularly meet to design programs for the support of students. LDHS has a recently revamped bullying process and offers a structured program around cyber bullying throughout each year.
- Students have the opportunity to engage in leadership activities and provide or receive peer support through senior or other students who have accepted responsibility to support their peers.
- A school-wide, positive behaviour support program (PBL) that teaches, supports and promotes positive behaviour across the school.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	91%	89%
this is a good school (S2035)	96%	93%	79%
their child likes being at this school* (S2001)	93%	96%	93%
their child feels safe at this school* (S2002)	92%	98%	86%
their child's learning needs are being met at this school* (S2003)	95%	96%	89%
their child is making good progress at this school* (S2004)	97%	93%	93%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	98%	93%
teachers at this school motivate their child to learn* (S2007)	93%	91%	93%
teachers at this school treat students fairly* (S2008)	90%	86%	89%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	96%
this school works with them to support their child's learning* (S2010)	96%	91%	92%
this school takes parents' opinions seriously* (S2011)	92%	88%	89%
student behaviour is well managed at this school* (S2012)	78%	91%	67%
this school looks for ways to improve* (S2013)	98%	95%	89%
this school is well maintained* (S2014)	97%	98%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	97%	93%
they like being at their school* (S2036)	94%	90%	85%
they feel safe at their school* (S2037)	100%	94%	87%
their teachers motivate them to learn* (S2038)	95%	94%	90%
their teachers expect them to do their best* (S2039)	99%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	93%	83%	76%
they can talk to their teachers about their concerns* (S2042)	81%	84%	75%
their school takes students' opinions seriously* (S2043)	92%	86%	77%
student behaviour is well managed at their school* (S2044)	80%	77%	67%
their school looks for ways to improve* (S2045)	98%	97%	88%
their school is well maintained* (S2046)	96%	92%	86%
their school gives them opportunities to do interesting things* (S2047)	96%	92%	89%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	89%	95%	96%
they feel that their school is a safe place in which to work (S2070)	95%	100%	92%
they receive useful feedback about their work at their school (S2071)	82%	93%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	85%	83%
students are encouraged to do their best at their school (S2072)	92%	98%	96%
students are treated fairly at their school (S2073)	81%	90%	84%
student behaviour is well managed at their school (S2074)	62%	78%	61%
staff are well supported at their school (S2075)	76%	91%	81%
their school takes staff opinions seriously (S2076)	78%	84%	86%
their school looks for ways to improve (S2077)	94%	97%	95%
their school is well maintained (S2078)	91%	98%	95%
their school gives them opportunities to do interesting things (S2079)	86%	94%	92%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

The major parent bodies in our school is the School Council, meeting each quarter and the Parents and Citizens (P&C) organisation, which meets monthly.

The School Council provide strategic advice to the Principal on issues such as the school budget, curriculum and school structures.

The P&C is a group of positive, caring parents oversee the running of our school canteen, which is the major fundraiser of our school. The P&C generate donations to the school which support and enhance teaching and learning programs in the school.

Parents are invited to engage with teachers about their student throughout the school year. More formalised feedback about individual student progress is accessed through Parent/Teacher evenings held twice per year.

Involvement in curriculum planning is offered to parents during subject selection evenings and incidentally through contacting the school directly.

### Respectful relationships programs

Building Social and Emotional Learning (SEL) capability in students is a strong focus of the school. Organised curriculum offerings are delivered through HPE in years 7-9 and include:



Year 7 HPE: <ul style="list-style-type: none"> <li>• Term 1: Approaching Adolescence</li> <li>• Term 2: I can make good decisions (Drugs 1)</li> <li>• Term 3: Generations</li> </ul>	Year 8 HPE: <ul style="list-style-type: none"> <li>• Term 2: My Decisions, My Life (Drugs 2)</li> <li>• Term 3: Cultural Understandings</li> <li>• Term 4: My Adolescent Relationships (Cyber Bullying)</li> </ul>
Year 9 HPE: <ul style="list-style-type: none"> <li>• Term 1: Respectful Relationships</li> <li>• Term 2: My Social Responsibility</li> </ul>	12 Health: Domestic Violence: Term 4

Targeted programs for students with identified needs include:

- Pastoral Care team to deliver age appropriate SEL 7-12.
- Care Team deliver targeted programs to targeted students 7-12.
- Betterman Year 10-12
- Lockyer Girls Group Year 12
- Drumbeat Year 10-12
- Rage 7-12 Tier 2 Intervention Prog.
- Wheel of Wellbeing 10-12 Pastoral Care (BBA)
- Love Bites Year 12 Social/Comm Studies

### 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	205	221	301
Long Suspensions – 11 to 20 days	10	13	15
Exclusions	2	7	4
Cancellations of Enrolment	5	8	5

## Environmental Footprint

### Reducing the school's environmental footprint

Lockyer District High School has worked hard to turn lights off, to keep solar panels serviced and operational as well as use water tanks for irrigation. Lockyer has reduced its reliance on paper through the introduction of electronic communication strategies across the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	459,987	9,768
2015-2016	432,071	13,548
2016-2017	450,526	11,183

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

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following 'Find a school' text box.

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	95	50	<5
Full-time Equivalents	91	37	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	7
Graduate Diploma etc.**	25
Bachelor degree	60
Diploma	3
Certificate	

\*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 \$109000

The major professional development initiatives are as follows:

- Explicit Instruction feedback and observations
- "Putting Faces on the Data" and improved Data Literacy
- Literacy co-construction and developing a program to improve punctuation for all students.

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%	96%

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

From the end of the previous school year, 95% 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).	90%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	87%	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%.

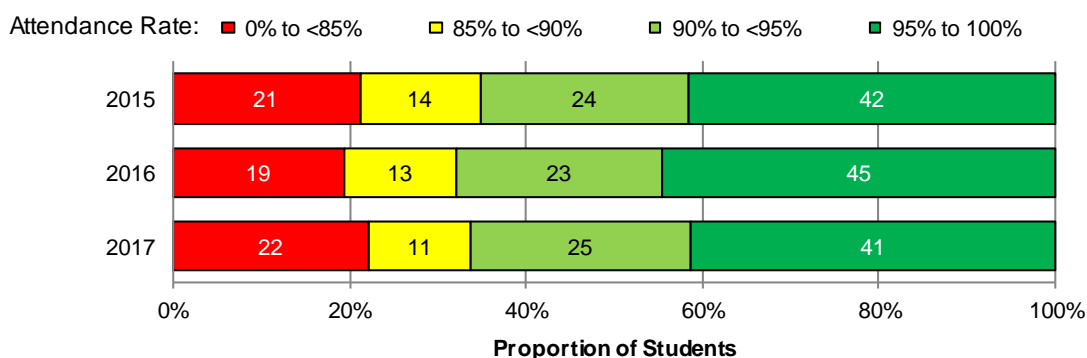
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	90%	89%	89%	88%	91%
2016								91%	91%	89%	89%	91%	93%
2017								90%	88%	89%	86%	90%	93%

\*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.

All students are expected to attend school on all scheduled school days in line with their program of study.

Official school rolls are marked at the start of each school day. Teachers mark class rolls each lesson and submit this information to Administration.

Lockyer District High School has very effective lines of communication with caregivers regarding absences from school. Parents are expected to make contact with the school to explain student absences from school. This process is made easier through our 24 hour messaging service. Parents are SMS text messaged if their student's absence is unexplained.

Improving attendance is an improvement strategy for 2017 through the use of data publication and tracking, employing attendance officers, acknowledging students with outstanding attendance and communicating the need to attend to the school community.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

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Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	153	180	164
Number of students awarded a Queensland Certificate of Individual Achievement.	7	4	10
Number of students receiving an Overall Position (OP)	51	55	44
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	29%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	29	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	98	104	108
Number of students awarded an Australian Qualification Framework Certificate II or above.	66	82	73
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	145	176	154
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	86%	84%	80%
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.	97%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	94%	100%

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	8	13	23	7	0
2016	10	18	18	9	0
2017	6	19	10	8	1

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	76	58	12
2016	72	75	18
2017	85	67	16

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

Students have the opportunity to complete Certificate 1 and Certificate 2 Automotive, Engineering, Information Technology, Business, Hospitality, Rural Practices and Construction.

### 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.	73%	82%	84%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	91%	54%	69%	

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

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

### 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.

The majority of early-leavers continue their learning at another learning institution. This typically includes another state school, TAFE. Some students exit to full-time work. Very few students leave with no other pathway to learning or work.