

# Lockyer District State High School

## Queensland State School Reporting

### 2013 School Annual Report



#### LOCKYER DISTRICT HIGH SCHOOL



belong...believe...achieve...

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## Principal's foreword

### Introduction

This report is a snapshot of some aspects of the programs offered at Lockyer District High School. Information contained in this report show that Lockyer is a caring school that promotes a high quality and inclusive learning environment. We are a large and growing regional school, and deliver a varied and rich range of learning experiences and have the support of the school community.

### School progress towards its goals in 2013

Lockyer District High School is proud of our work towards our goals. LDHS has made significant gains in preparing to implement the Australian Curriculum in Mathematics, English and Science, Australian History and Geography through years 8, 9 and 10. 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 link directly with tertiary institutions a part of the Young Achievers Program.

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 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. Implementation of the LDHS Teaching and Learning Framework into all classrooms including consistent evidence of Explicit Teaching in every classroom.
2. Implementation of Australian Curriculum – History and further development of English, Mathematics and Science.
3. Provision of teacher feedback and coaching to improve classroom practice.

### Future outlook

Our school vision is ... Our students, working together to ensure that every day, in every classroom, every student is learning and achieving. Becoming enterprising, resilient, creative, adaptable, confident individuals is core to what we do.

Our future outlook includes preparing the school and school community for the introduction of Year 7 into high school (Flying Start initiative) including re-configuring of the Junior Secondary curriculum to more appropriately meet the needs of adolescent learners

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(based on contemporary research). This process incorporates the best aspects of Lockyer including our commitment to student wellbeing, leadership opportunities, access to a high quality and diverse curriculum as well as effective and caring teachers and staff who nurture and guide the improvement of all students.

Implementing the Great Results Guarantee (GRG) and thus to increase Literacy and Numeracy standards across the school but particularly in Junior Secondary. Increase outcomes in reading, writing, spelling, grammar and punctuation and numeracy so more students meet the national minimum standards or have a plan to meet the standard. This includes purchasing personnel to lead the process, purchase resources for teachers and students as well as provide funded time to allow for teacher collaborative planning.

Improve senior transition and attainment through the appointment of a Youth Support Co-ordinator to support students who are at risk of disengaging as well as improve school-based apprenticeships and traineeships, tertiary entry rates and retention of students towards completing a Queensland Certificate of Education (QCE).

Implementation of School-wide Positive Behaviour (SWPBS) which includes explicitly teaching desired behaviours to students, acknowledging desired behaviours and rewarding consistently good behaviours in students. The SWPBS process is a research and data-driven process that is supported by Education Queensland.

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1077	532	545	90%
2012	1074	531	543	90%
2013	1062	513	549	92%

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

Characteristics of the student body:

The Lockyer District High School student body is characterised by an exciting amalgam of students from diverse backgrounds. Significant numbers 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

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	21	21
Year 11 – Year 12	18	18	18

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	151	171	229
Long Suspensions - 6 to 20 days	34	51	36
Exclusions	2	9	7
Cancellations of Enrolment	4	3	4

# Our school at a glance

## Curriculum offerings

Our distinctive curriculum offerings

All year 8 students engage in Rock and Water, an anti-bullying and resilience building program

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, work readiness, business as well as the potential for students to enroll directly into either Bremer TAFE or SQIT

Students engage in Certificate courses in automotive and engineering in our Trade Training Centre.

Students can engage in Aerospace Studies as a senior subject as part of our Gateway Schools project

Students engage in certificate courses (up to Certificate 3) in rural operations directly through UQ Gatton as well as Lighting and sound through SQIT

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Extra curricula 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 – 2013

Ski Trip to southern ski fields - 2013

Competitive and social sporting competitions

Show cattle team

International Exchange programs – multiple Japanese student visits per year

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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 has several dedicated computer rooms. The school has implemented our plans to provide 1:1 ratio in years 9 to 12 with a significant influx of 467 new computer devices into our school through 2011 and 2012. 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 2013 on employing a computer technician to support all ICT devices.

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## Social climate

The care of students is the key cornerstone of our school. Students have reported feeling safe and welcome at our school. Our school provides a Guidance Officer, School based Youth Health Nurse, Chaplains, School-based Police Officer 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 (SWPBS) that teaches, supports and promotes positive behaviour across the school.

# Our school at a glance

## Parent, student and staff satisfaction with the school

By far the majority of parents, students and teachers are satisfied with the educational program and overall resources offered at Lockyer District High School. Parents and community members have the opportunity to contribute to the direction of the school via the school's P&C or by direct contact. Students have the Student Representative Council in which they can contribute to the direction of the school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	89%
this is a good school (S2035)	96%	100%
their child likes being at this school* (S2001)	91%	100%
their child feels safe at this school* (S2002)	91%	95%
their child's learning needs are being met at this school* (S2003)	91%	85%
their child is making good progress at this school* (S2004)	96%	83%
teachers at this school expect their child to do his or her best* (S2005)	96%	85%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	85%
teachers at this school motivate their child to learn* (S2007)	83%	85%
teachers at this school treat students fairly* (S2008)	74%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%
this school works with them to support their child's learning* (S2010)	95%	79%
this school takes parents' opinions seriously* (S2011)	91%	94%
student behaviour is well managed at this school* (S2012)	83%	84%
this school looks for ways to improve* (S2013)	100%	95%
this school is well maintained* (S2014)	100%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	99%	96%
they like being at their school* (S2036)	92%	93%
they feel safe at their school* (S2037)	98%	93%
their teachers motivate them to learn* (S2038)	93%	96%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	92%
teachers treat students fairly at their school* (S2041)	90%	88%
they can talk to their teachers about their concerns* (S2042)	90%	89%
their school takes students' opinions seriously* (S2043)	90%	86%

# Our school at a glance

student behaviour is well managed at their school* (S2044)	84%	67%
their school looks for ways to improve* (S2045)	94%	96%
their school is well maintained* (S2046)	97%	92%
their school gives them opportunities to do interesting things* (S2047)	95%	93%

## Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		93%
they feel that their school is a safe place in which to work (S2070)		93%
they receive useful feedback about their work at their school (S2071)		86%
students are encouraged to do their best at their school (S2072)		91%
students are treated fairly at their school (S2073)		84%
student behaviour is well managed at their school (S2074)		67%
staff are well supported at their school (S2075)		77%
their school takes staff opinions seriously (S2076)		81%
their school looks for ways to improve (S2077)		93%
their school is well maintained (S2078)		87%
their school gives them opportunities to do interesting things (S2079)		88%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

The major parent body in our school is the Parents and Citizens (P&C) organisation, which meets monthly. This 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.

Parents are involved in the planning of School-wide positive behavior support, in developing the LDHS Responsible Behavior Plan as well as in the implementation of Junior Secondary.

## 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	
	Electricity kWh	Water kL
2010-2011	393,008	0
2011-2012	420,848	4,041
2012-2013	441,821	5,238

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

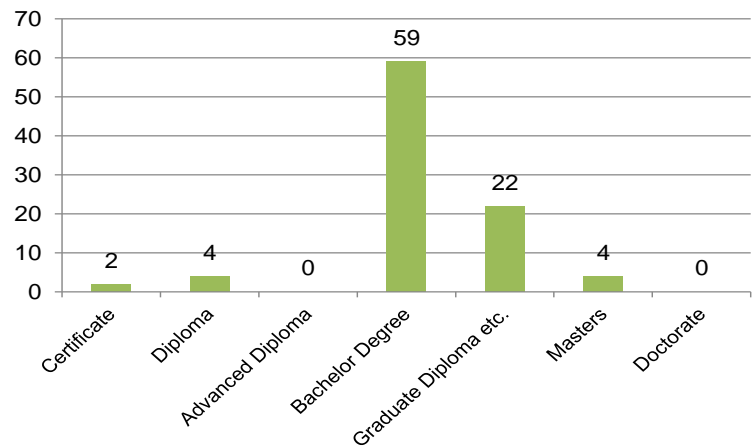
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	91	47	<5
Full-time equivalents	85	32	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	4
Advanced Diploma	0
Bachelor Degree	59
Graduate Diploma etc.	22
Masters	4
Doctorate	0
<b>Total</b>	<b>91</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 36970.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

Continuing PD in relation to Literacy Numeracy and implementation in the classroom

Continuing support of Beginning teachers

SWPBS implementation training

The proportion of the teaching staff involved in professional development activities during 2013 was 95%.



# Our staff profile

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

School income 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	88%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

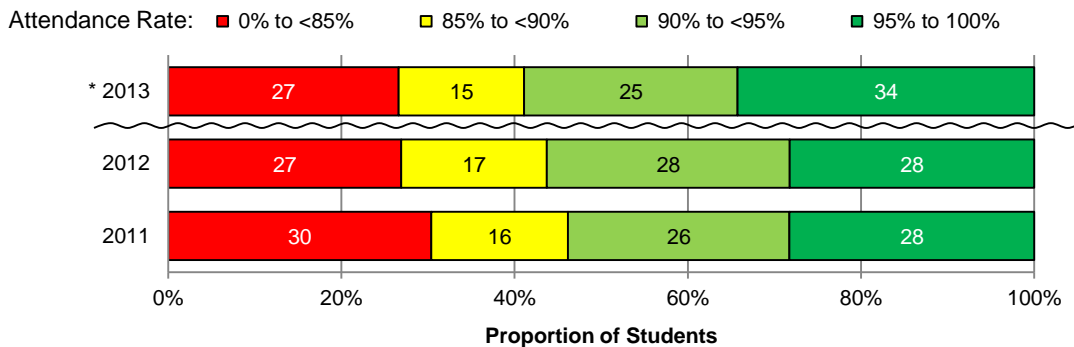
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								89%	87%	86%	87%	89%
2012								90%	87%	87%	90%	87%
2013								90%	88%	85%	87%	90%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.

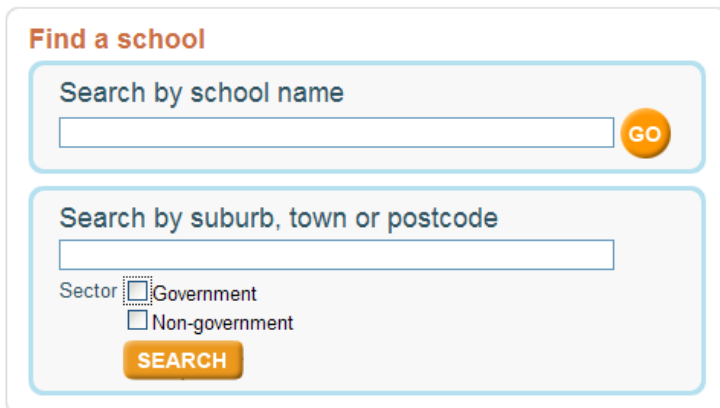
Official school rolls are marked at the start of each school day. Teachers mark class rolls each lesson and submit this information to Administration.

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

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a blue "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and a blue "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

# Performance of our students

## Achievement – Closing the Gap

**At Lockyer District High School we expend funds to support decreasing the gap between Indigenous and non-Indigenous students. The following data is a snap-shot of some school data in 2013.**

**NAPLAN** 2012 to 2013 MSS scores for Achievement for Indigenous year 9 students on NAPLAN:

Reading: Reduced gap by 3 points

Writing: Reduced gap by 51 points

Numeracy: Increased gap by 10 points

### Attendance

2012 Indigenous attendance: 82.6

2013: Indigenous Attendance: 82.7%

### Attendance Increase .1%

Non-Indigenous Attendance: 87.9%

2013 Indigenous/Non-Indigenous Attendance Gap:5.2%

### Gap Reduction: 3.4%

Retention gap year 10 to 12 2013

2012 year 10-12 Retention gap was 14.2

2013 Retention gap was 41.3

<b>Apparent retention rates Year 10 to Year 12</b>	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	72%	77%
<b>Outcomes for our Year 12 cohorts</b>	2011	2012	2013
Number of students receiving a Senior Statement.	169	151	174
Number of students awarded a Queensland Certificate Individual Achievement.	10	1	11
Number of students receiving an Overall Position (OP).	75	78	85
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	13	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	126	128	128
Number of students awarded an Australian Qualification Framework Certificate II or above.	79	59	76
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	139	129	150
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.	59%	68%	74%
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.	91%	95%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	89%	98%

As at 5 May 2014. The above values exclude VISA students.

# Performance of our students

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	7	17	20	30	1
2012	8	19	26	16	9
2013	8	29	26	22	0

As at 5 May 2014. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	109	76	10
2012	111	53	9
2013	106	72	10

As at 5 May 2014. The above values exclude VISA students.

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

## Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

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.

## Post-school destination information

Please see an extract from our 2013 Next Step: Destination Survey results on the next page.

## NEXT STEP 2014 YEAR 12 DESTINATIONS Lockyer District State High School



### Introduction

This page presents a summary of results of the annual *Next Step* survey for Lockyer District State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2013, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2014, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2014 at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

### Response rate for Lockyer District State High School

Table 1 below reports the response rate for Lockyer District State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Lockyer District State High School in 2013.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Lockyer District State High School 2014

Number of respondents	Number of students who completed Year 12	Response rate (%)
154	174	88.5

### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

### Summary of findings

In 2014, 51.9 per cent of young people who completed Year 12 at Lockyer District State High School in 2013 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (26.0 per cent). The combined VET study destinations accounted for 26.0 per cent of respondents, including 11.0 per cent in campus-based VET programs, with 4.5 per cent of Year 12 completers entering programs at Certificate IV level or higher.

14.9 per cent commenced employment-based training, either as an apprentice (9.7 per cent) or trainee (5.2 per cent).

In addition to the above study destinations, a further 7.1 per cent of respondents from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

48.1 per cent did not enter post-school education or training, and were either employed (35.7 per cent), seeking work (10.4 per cent) or not in the labour force, education or training (1.9 per cent).

Figure 1: Main destination of Year 12 completers, Lockyer District State High School 2014

