Lockyer District State High School
Queensland State School Reporting
2015 School Annual Report

	Postal address	PO Box 266 Gatton 4343
	Phone	(07) 5466 2333
	Fax	(07) 5466 2300
	Email	principal@lockdistshs.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
	Contact person	The Principal – Lockyer District High School

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 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 2015

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 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. 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

Our school's 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 meeet the needs of adolescent learners (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 the Junior Secondary phase of learning. 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 Positive Behaviour for Learning (PBL) which includes explicitly teaching desired behaviours to students, acknowledging desired behaviours and rewarding consistently good behaviours in students. The PBL process is a research and data-driven process that is supported by Education Queensland.

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1062	513	549	47	92%
2014	1022	492	530	64	89%
2015	1052	496	556	70	92%

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.

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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	20	21
Year 11 – Year 12	18	17	18

*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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	229	172	205
Long Suspensions - 6 to 20 days	36	10	10

	7	4	2
Exclusions	7	4	2
Cancellations of Enrolment	4	11	5

* 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.

Curriculum delivery

Our distinctive curriculum offerings

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 as well as the potential for students to enroll directly into 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.

Year 10 students can engage in an alternate program for disengaged youth with a view to return to mainstream learning.

Students can engage in Instrumental Music and Music Extension programs

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 – 2015
Ski Trip to southern ski fields – 2015
Leadership Program and Sailing Trip 2015
Competitive and social sporting competitions
Show cattle team

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 2015 on employing a computer technician to support all ICT devices.

Social Climate

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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	91%	97%
this is a good school (S2035)	100%	94%	96%
their child likes being at this school (S2001)	100%	89%	93%
their child feels safe at this school (S2002)	95%	92%	92%
their child's learning needs are being met at this school (S2003)	85%	95%	95%
their child is making good progress at this school (S2004)	83%	89%	97%
teachers at this school expect their child to do his or her best (S2005)	85%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	92%	95%
teachers at this school motivate their child to learn (S2007)	85%	94%	93%
teachers at this school treat students fairly (S2008)	95%	88%	90%
they can talk to their child's teachers about their concerns (S2009)	90%	100%	93%
this school works with them to support their child's learning (S2010)	79%	92%	96%
this school takes parents' opinions seriously (S2011)	94%	91%	92%
student behaviour is well managed at this school (S2012)	84%	76%	78%
this school looks for ways to improve (S2013)	95%	97%	98%
this school is well maintained (S2014)	100%	94%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	98%	98%
they like being at their school (S2036)	93%	92%	94%
they feel safe at their school (S2037)	93%	96%	100%
their teachers motivate them to learn (S2038)	96%	93%	95%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
their teachers expect them to do their best (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	92%	92%	98%
teachers treat students fairly at their school (S2041)	88%	90%	93%
they can talk to their teachers about their concerns (S2042)	89%	79%	81%
their school takes students' opinions seriously (S2043)	86%	88%	92%
student behaviour is well managed at their school (S2044)	67%	79%	80%
their school looks for ways to improve (S2045)	96%	96%	98%
their school is well maintained (S2046)	92%	93%	96%
their school gives them opportunities to do interesting things (S2047)	93%	96%	96%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	94%	89%
they feel that their school is a safe place in which to work (S2070)	93%	97%	95%
they receive useful feedback about their work at their school (S2071)	86%	91%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	76%	76%
students are encouraged to do their best at their school (S2072)	91%	95%	92%
students are treated fairly at their school (S2073)	84%	94%	81%
student behaviour is well managed at their school (S2074)	67%	82%	62%
staff are well supported at their school (S2075)	77%	79%	76%
their school takes staff opinions seriously (S2076)	81%	78%	78%
their school looks for ways to improve (S2077)	93%	98%	94%
their school is well maintained (S2078)	87%	92%	91%
their school gives them opportunities to do interesting things (S2079)	88%	87%	86%

[#] '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 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.

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.

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Lockyer has reduced its reliance on paper through the introduction of electronic communication strategies across the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	441,821	5,238
2013-2014	456,077	8,099
2014-2015	459,987	9,768

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	94	56	<5
Full-time equivalents	88	39	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	57
Graduate Diploma etc.**	27
Masters	5
Doctorate	0
Total	**94**
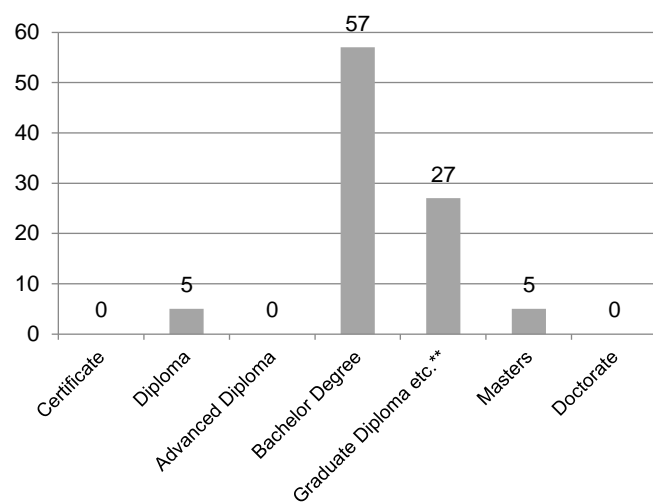
*Teaching staff includes School Leaders

**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 2015 were $35582

The major professional development initiatives are as follows:

Continuing PD in relation to Literacy Numeracy and implementation in the classroom with a core towards Reading

Continuing support of Beginning teachers including mentoring

PBL implementation training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

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Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	86%	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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

	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
2013									90%	88%	85%	87%	90%
2014									90%	89%	87%	88%	90%
2015								93%	90%	89%	89%	88%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	27	15	25	34
2014	23	14	26	37
2015	21	14	24	42

Proportion of Students
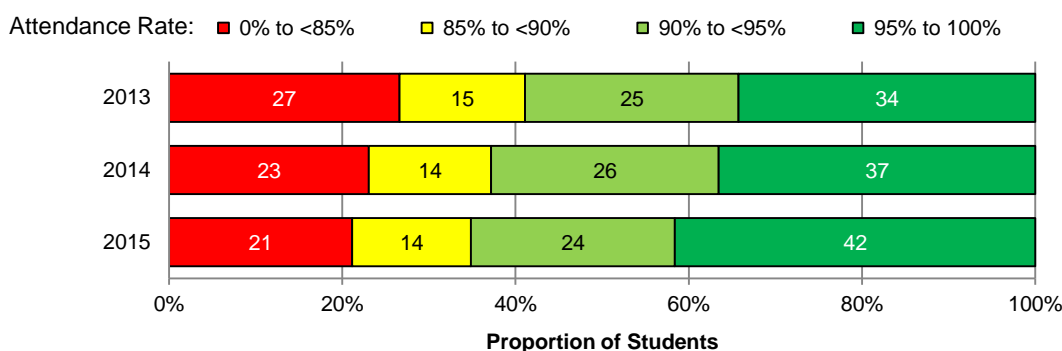
Description of how non-attendance is managed by the school

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.

Non-attendance is managed in state schools in line with the DETE 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.

Find a school

Where it says **'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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	77%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	38%	70%	91%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	174	177	153
Number of students awarded a Queensland Certificate of Individual Achievement.	11	12	7
Number of students receiving an Overall Position (OP)	85	60	51
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	27	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	129	116	98
Number of students awarded an Australian Qualification Framework Certificate II or above.	77	79	65
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	150	163	145
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	86%	88%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

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Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	74%	90%	86%
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.	96%	95%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	95%	89%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	8	29	26	22	0
2014	11	23	20	6	0
2015	8	13	23	7	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	106	72	11
2014	86	60	21
2015	76	58	11

As at 16 February 2016. The above values exclude VISA students.

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

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school 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.