



Lockyer District State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Lockyer District High School is an Independent Public School catering for secondary school students, 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.

School progress towards its goals in 2018

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 2019 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 21st 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

Coeducational or single sex

Coeducational

Independent public school

Yes

Year levels offered in 2018

Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1054	1048	1013
Girls	517	502	513
Boys	537	546	500
Indigenous	86	82	88
Enrolment continuity (Feb. – Nov.)	92%	92%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	21	20
Year 11 – Year 12	18	17	15

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- All students engage in the Australian Curriculum as well as a wide range of Senior Subjects that meet our students' learning needs.
- 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 engage in Hospitality in our Industrial Kitchen
- 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 – annually
- Ski Trip to southern ski fields –annually
- Leadership Program and Sailing Trip
- 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 2018 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	89%	91%
• this is a good school (S2035)	93%	79%	88%
• their child likes being at this school* (S2001)	96%	93%	93%
• their child feels safe at this school* (S2002)	98%	86%	88%
• their child's learning needs are being met at this school* (S2003)	96%	89%	91%
• their child is making good progress at this school* (S2004)	93%	93%	91%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	93%	93%
• teachers at this school motivate their child to learn* (S2007)	91%	93%	93%
• teachers at this school treat students fairly* (S2008)	86%	89%	84%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	93%
• this school works with them to support their child's learning* (S2010)	91%	92%	91%
• this school takes parents' opinions seriously* (S2011)	88%	89%	85%
• student behaviour is well managed at this school* (S2012)	91%	67%	74%
• this school looks for ways to improve* (S2013)	95%	89%	85%
• this school is well maintained* (S2014)	98%	93%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	93%	93%
• they like being at their school* (S2036)	90%	85%	87%
• they feel safe at their school* (S2037)	94%	87%	93%
• their teachers motivate them to learn* (S2038)	94%	90%	91%
• their teachers expect them to do their best* (S2039)	98%	96%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	89%
• teachers treat students fairly at their school* (S2041)	83%	76%	74%
• they can talk to their teachers about their concerns* (S2042)	84%	75%	74%
• their school takes students' opinions seriously* (S2043)	86%	77%	75%
• student behaviour is well managed at their school* (S2044)	77%	67%	67%
• their school looks for ways to improve* (S2045)	97%	88%	94%
• their school is well maintained* (S2046)	92%	86%	87%
• their school gives them opportunities to do interesting things* (S2047)	92%	89%	88%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	96%	89%
• they feel that their school is a safe place in which to work (S2070)	100%	92%	93%
• they receive useful feedback about their work at their school (S2071)	93%	86%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	83%	89%
• students are encouraged to do their best at their school (S2072)	98%	96%	95%
• students are treated fairly at their school (S2073)	90%	84%	84%
• student behaviour is well managed at their school (S2074)	78%	61%	60%
• staff are well supported at their school (S2075)	91%	81%	78%
• their school takes staff opinions seriously (S2076)	84%	86%	81%
• their school looks for ways to improve (S2077)	97%	95%	95%
• their school is well maintained (S2078)	98%	95%	96%
• their school gives them opportunities to do interesting things (S2079)	94%	92%	94%

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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	221	301	288
Long suspensions – 11 to 20 days	13	15	17
Exclusions	7	4	2
Cancellations of enrolment	8	5	12

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	432,071	450,526	462,687
Water (kL)	13,548	11,183	14,410

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

- Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	95	55	6
Full-time equivalents	92	41	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	8
Graduate Diploma etc.*	28
Bachelor degree	55
Diploma	3
Certificate	0

*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 2018 were \$65000.

The major professional development initiatives are as follows:

Significant expenses included preparation for changes to the New QCE System and Tactical Teaching of Writing. VET compliance processes and our commitment to teacher release time to support our STEM strategy made up the bulk of our PD for 2018

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	89%	90%
Attendance rate for Indigenous** students at this school	87%	83%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

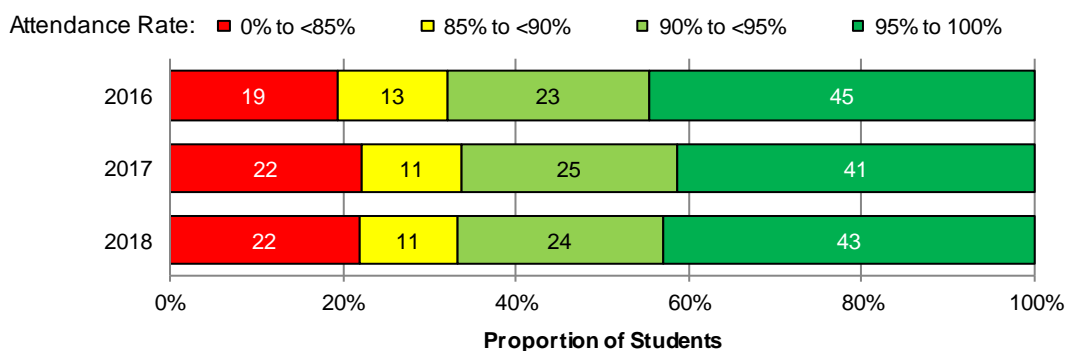
Year level	2016	2017	2018
Year 7	91%	90%	93%
Year 8	91%	88%	87%
Year 9	89%	89%	86%
Year 10	89%	86%	90%
Year 11	91%	90%	90%
Year 12	93%	93%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	180	164	155
Number of students awarded a QCIA	4	10	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	176	154	151
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	55	44	52
Percentage of Indigenous students who received an OP	25%	29%	13%
Number of students awarded one or more VET qualifications (including SAT)	104	108	127
Number of students awarded a VET Certificate II or above	82	73	90
Number of students who were completing/continuing a SAT	29	23	25
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	84%	80%	79%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	94%	100%	93%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	10	6	7
6-10	18	19	18
11-15	18	10	16
16-20	9	8	11
21-25	0	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	72	85	114
Certificate II	75	67	86
Certificate III or above	18	16	11

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	82%	84%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	54%	69%	74%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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