

	PO address	PO Box 21, Toogoolawah , Q, 4313
	Phone	07 54234444
	Fax	07 54234400
	Email	the.principal@toogoolashs.eq.edu.au
	Website or Contact Person	www.toogoolashs.eq.edu .au

Principal's foreword

Introduction

Our school is a learning community committed to:

- Holistic development of students (intellectual, social, sporting and cultural capabilities.);
- Lifelong learning;
- A safe, tolerant and disciplined environment.

Toogoolawah State High School was founded in 1987 and provides secondary level education services to the towns and districts of the Upper Brisbane River Valley in the area substantially encompassing the Somerset Regional Council.

Our school is located in the Moreton West Education District.

We are a small secondary school with a diverse range of learning paths and programs that cater for the diverse nature of our student body.

We are proud of our school and its young people.

Future outlook

Our school will continue to be influenced by contraction in the economic activities which sustain the district. Employment growth is severely restricted and enrolments are trending downwards as people leave the area for more sustainable employment opportunities. This will place challenges upon the school to sustain the diversity of curriculum offerings and the financial base of the school. Our district is identified as having a lot of its residents having limited incomes and significantly relying upon government funding and programs.

The strong community spirit and willingness to support our young people will assist in offsetting to some degree the significant socio-economic disadvantage. The impacts of poor public transport availability and the high cost of private transport providers will be a significant barrier for participation and achievement.

Our student profile identifies young people who have generally lower levels of literacy than the state average and our programs will continue to respond to this.

High levels of successful VET participation are worthy of maintaining, particularly given the trend for students in the Senior Phase of Learning to elect to study programs with non OP eligibility. We expect that this trend will be maintained.

Our school at a glance

School Profile

Total student enrolments for this school is 263

Year levels 8 to 12 .

Coeducational

Curriculum offerings

Our distinctive curriculum offerings

SENIOR PHASE OF LEARNING

Senior Phase of Learning options are broad for a school of this size with all subjects other than English and Maths provided by composite classes across Years 11 and 12. The school provides for flexible learning options through School of Distance Education enrolments and has the capacity to provide Virtual Schooling opportunities.

School Based Apprenticeships and Traineeships [SATs] are available and accessed by a growing number of students.

Implementation of the Queensland Government's Education and Training Reforms for the Future [ETRF] has seen significant change to the structure of the Senior Pathways available to students.

Our school has entered into a Co-Provider Agreement with the Southern Queensland Institute of TAFE [SQIT] to enable students to engage in Certificate II courses. These are available in Road Transport and Logistics, Rural Skills and Information Technology.

A four-day week attendance structure for Years 11 and 12 provides a structured opportunity for access to SATs and for workplace learning opportunities in other vocational programs.

MIDDLE PHASE OF LEARNING

Our school provides a curriculum structure for Years 8 and 9 which is based on the syllabuses from the eight Key Learning Areas [KLA's] which are published by the Qld Studies Authority [QSA].

A Middle Phase of Learning Action Plan supports our school's vision to provide learning programs which are consistent with recent research on effective adolescent learning.

Recent initiatives include reducing the number of teachers that students have to work with in the Middle Phase. Teachers take the students for two or three subjects where possible..

Students' Pastoral Care Teacher is a MPOL subject teacher. Flexible time capability for Integrated subjects such as Maths/Science or English/SOSE. Strong literacy focus is evident in all subjects with a dedicated Multi Literacy program for Years 8, 9 and 10.

Integrated Information and Communication Technologies are utilised in all Curriculum Areas.

Enhanced transition procedures and curriculum links with cluster Primary Schools have been developed.

Extra curricula activities

Community alliances support students' learning through participation in a wide range of activities. Public Speaking, Work Experience, District Show Activities, ANZAC commemorations, Musicals and Instrumental Music, Multi-Cultural Festivals and Under 8's Week are just some of these.

Our school has a range of sporting opportunities with students competing in Volleyball, Netball, Touch Football and

Our school at a glance

Rugby League at local and regional levels.

Agricultural students compete at local shows in Young Judges and Led Steer competitions.

Gifted and Talented Programs support students within a range of ability areas. In 2008 students have been particularly involved in Valley FM, our community radio station and the Equestrian Program which provides opportunities for students with dressage, jumping and campdrafting.

How computers are used to assist learning

INFORMATION TECHNOLOGY

Our school has excellent Information Technology facilities with a computer to student ratio of 1:2.4 and 95% of learning spaces connected to a Learning Area Network with Internet access.

Significant capacity exists for peripherals and a wide selection of software is available to support Curriculum.

The development of multiple literacies is a high priority for our school.

Students are actively engaged in learning programs that involve Information Technology for research purposes, publication and presentation activities and creative and production purposes.

Students routinely use the Microsoft Suite of programs to underpin learning activities.

Social climate

STUDENT WELFARE

Our school provides educational programs and services for students with disabilities through individual education plans which are delivered by staff from our Special Education Unit and teachers from the mainstream curriculum areas.

Students with disabilities are integrated where possible with the school's general curriculum programs.

Students who are at risk of not completing school have individual support and mentor programs with a wide range of strategies employed to support learning at school, develop skills and work readiness and facilitate work or learning in alternate programs.

Extensive community input is made to Learning Assistance Programs and Student Mentor Support.

Alliances exist between the school and its community and other service providers to support students' individual needs. This is particularly so in the Vocational Education area, School Based Apprenticeships and Traineeships.

The "Get Set For Work" Program supports 'at risk' students in the middle and senior school.

The Youth Support Co-ordinator, School Chaplain and School Based Health Nurse support curriculum initiatives and individual students and families with health and welfare advice and support.

Pastoral Care programs are provided to students on a House basis. Three houses are structured with Year 8 and 9 as individual Year level house groups. Multiple year level groups are structured across Years 10 to 12 for each house.

Involving parents in their child's education.

PARENT PARTICIPATION INFORMATION

Parents are actively involved in Transition and Induction to our School programs, Curriculum Selection processes especially the Year 9 and Senior Pathways, Career Planning and Student Education and Training Plan, active dialogue with Year Level Co-ordinators, Heads of Department and Specialist Support Staff.

Written reports are issued on three occasions, at the end of Terms 1, 2 and 4. Face to face interviews are provided with parents at the end of Term 1 and 2.

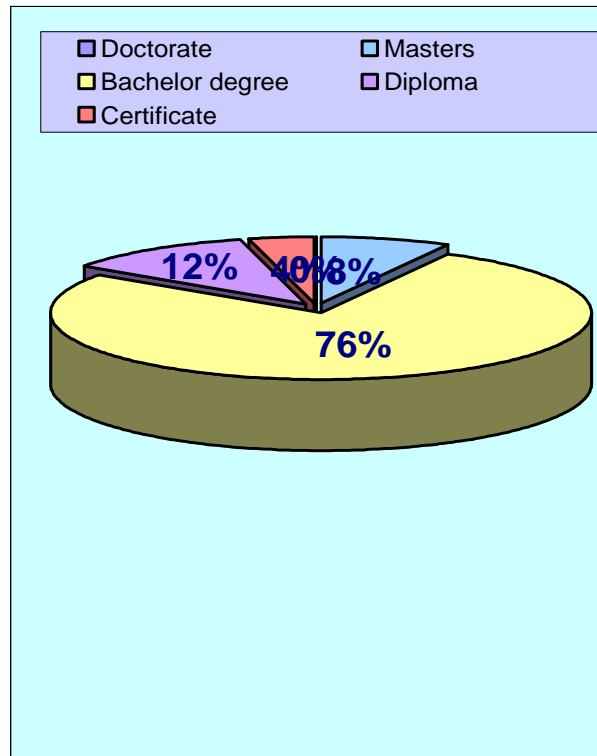
Parents are invited to request interviews with staff at the end of Term 4.

Our staff profile

Schools will report on the qualifications of class-room teachers and school leaders employed at the school, based on those staff employed at the end of Term 4 each year. Qualifications should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

Qualifications of all teachers. (Double click anywhere in the first two columns below. A spreadsheet appears. Enter the percentages for your school then click outside the spreadsheet to return to the word template.)

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	20
Diploma	3
Certificate	1



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$13627 .
- The major professional development initiatives are as follows:
 - Literacy and Numeracy , QCAR and Developing an Assessment culture, QSA new syllabus implementation, Essential Learnings and Standards, ICT Certificates and Pedagogical Licences.
- The involvement of the teaching staff in professional development activities during 2008 was 95

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 85 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 88

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	Result	Result	Result	544 Result
	Average score for Queensland (Do not change)	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 % Result	% Result	% Result	85 % Result
Writing	Average score for the school	Result	Result	Result	514 Result
	Average score for Queensland (Do not change)	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 % Result	% Result	% Result	73 % Result
Spelling	Average score for the school	Result	Result	Result	536 Result
	Average score for Queensland (Do not change)	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 % Result	% Result	% Result	73 % Result
Grammar and Punctuation	Average score for the school	Result	Result	Result	544 Result
	Average score for Queensland (Do not change)	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 % Result	% Result	% Result	75 % Result
Numeracy	Average score for the school	Result	Result	Result	555 Result
	Average score for Queensland (Do not change)	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 % Result	% Result	% Result	90 % Result

Performance of our students

--	--

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	93 %
--	------

Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	48
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	30
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	30
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	12
Number of students receiving an Overall Position (OP).	25
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	56 %
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.	79 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	93 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Value added

The schools operations during the 2008 year contributed significantly to the development of students in the following areas.

The Yr 8 cohort participated in a focussed Literacy enhancement program which saw the tail of the cohort improve its reading capability significantly as measured by the PAT test.

The school's VET pathways were very pleasing with 90% of students enrolled in Vet courses achieving a Certificate level outcome for their courses.

Students engaged in SATs were also very successful with a similar level of successful completion. Our school had 24 students engaged in a SAT in Years 11 and 12, which continues a growing growth trend in this area.

Five students were engaged in a combination of programs that were part of Flexible arrangements for them to enable them to maintain engagement in earning and learning.

Performance of our students

Parent, student and teacher satisfaction with the school

Staff morale is very positive at this school with 83% of staff indicating high satisfaction levels with their work.

Parent satisfaction levels have been upwardly trending with 78% indicating that they believe the school to be a good school, an increase of 18% indicate that their student is receive a good education and 83% indicate satisfaction with the responsiveness of the school to their enquires and concerns.

Students satisfaction has dipped over the past years with a large increase in the students who choose the neutral option in the survey method..