



Lowood 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

Lowood State High School is a large rural Queensland school educating students from Year 7 through to Year 12. The school was established in 1983 and is located 32 km north-west of Ipswich. Our students' primary school experiences range from one teacher schools to large primary schools. A large percentage of our student population travel to school by bus.

Lowood State High School is committed to providing high quality education which encourages students to achieve to the best of their ability, *'Creating the Future'*.

Our focus is on preparing students with 21st Century Skills, attributes and qualifications that allow them to progress successfully to the next phase of their life; university, an apprenticeship or traineeship, further training or employment. We are determined to provide successful learning opportunities, in a manner that is consistent with recent research on effective adolescent learning.

We provide a diverse range of curriculum opportunities to cater for all students, by offering academic and vocational pathways. We develop and empower students to be healthy and confident young people who can successfully navigate a more complex world. A range of opportunities are provided throughout the school year to enrich learning. We cater for all students using an inclusive model, whilst addressing individual needs.

At our School we provide a safe, supportive and academically challenging environment that maximises the future learning pathways of students through Junior and Senior Secondary learning into tertiary study, work and enhanced training.

This report highlights a sample of the School's academic and well-being achievements and performance across all year levels.

I welcome the opportunity to speak with you regarding how Lowood State High School can meet your needs.

Our Vision

Lowood State High School delivers high quality educational opportunities and outcomes that enable all students to experience success.

Our Motto

Creating the Future

Our Mantras

- Every student matters every day
- All students can be high achievers

Learning Expectations

Our Responsible Behaviour Plan for Students recognises 'relationships' as being fundamental to academic and social learning. Our positive behaviours for learning are:

- Being Ready – on time and prepared to learn
- Being Respectful – to themselves, other students, staff and our School
- Being Responsible – through owning their own words and actions

Our supportive school environment is characterised by high expectations for:

- maximising student academic and social learning outcomes
- attendance
- work ethic
- behaviour
- wearing the uniform proudly and correctly

We value, acknowledge and respect the achievements of our school community.

School progress towards its goals in 2018

Strategic Plan 2015-2018

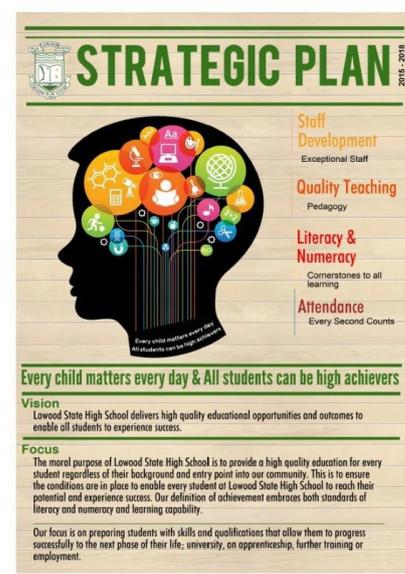
This year our work continues to be focussed around the priorities from our Strategic Plan 2015-2018:

Priority 1 – Staff Development - so that staff have the opportunity and capacity to support students to learn and experience success.

Priority 2 – Quality Teaching - so that students experience quality practice, consistency and high levels of engagement.

Priority 3 – Literacy and Numeracy – so that teachers use Literacy and Numeracy data to plan and teach lessons that are differentiated and support all students to experience success.

Priority 4 – Attendance - so that students can keep track of their individual attendance goals, take ownership of their own attendance and be recognised for doing the right thing.



Key Outcomes were:

- 100% QCE/QCIA qualifications
- 100% VET Certificate II or higher
- 100% VET Certificate II or higher without OP 1-15 or IBD
- OP 1-15 of 87.1% - above state average
- 100% of applicants received an offer to undertake further education
- 82% of students achieved a 'C' standard or better in English, Mathematics and Science across Years 7-10
- 96.7% of students in Year 9 and 91.9% of students in Year 7 were at or above the National Minimum Standard (NMS) for Numeracy
- Student NAPLAN results in Years 7 and 9 were close to the *Nationally Similar Schools* percentage in all of the 5 areas – numeracy, reading, writing, spelling, grammar and punctuation
- Lowood SHS NAPLAN Mean Scale Scores and Upper Two Bands results for Years 7 and 9 in 2018 were similar when compared to *Similar Queensland State Schools* (SQSS)

Future outlook

Next year we look forward to implementing a new Strategic Plan 2019-2022.

Targets for 2019 are:

- Provide students with well-being strategies
- English, Maths and Science – all students achieve a 'C' or higher or their best effort
- Support students to transition to their respective next phase of learning
- Year 12 students - 100% of Year 12 students to receive a QCE/QCIA
- Strengthen a positive student, staff and community culture

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	728	751	747
Girls	352	373	371
Boys	376	378	376
Indigenous	76	81	87
Enrolment continuity (Feb. – Nov.)	90%	89%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Characteristics of the student body

Overview

Our students are a blend of rural and city students. As land developments grow in the area so has the number of families moving from cities, such as Ipswich and Logan, to our rural community.

The majority of Lowood SHS students are from European backgrounds. Approximately 10% of the student body have an Aboriginal or Torres Strait Islander background and approximately 11% have special education needs.

Students arrive at Lowood SHS from a diverse range of primary schools in our local cluster. Approximately 70% of students travel to school on buses. The past three years have seen a growth in enrolments.

Average class sizes

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	22	22	22
Year 11 – Year 12	14	16	14

Curriculum delivery

Our approach to curriculum delivery

Reading comprehension is the cornerstone of successful learning. As such, we are embedding strategies to improve reading comprehension across the school, including daily literacy warm-ups where students learn to improve their vocabulary, writing, reading, grammar and punctuation. This strategy supports students of all abilities, as well as extending our high achieving students.

Our **Junior Secondary** subject offerings are a blend of national curriculum and key learning area offerings. Our curriculum is underpinned by the requirements of the Queensland Curriculum Assessment and Reporting Framework (QCARF).

Once students enter **Senior Secondary** in Year 10, they have the opportunity to choose subjects aligned with their interests to ensure successful engagement and preparation for their last three years of secondary schooling.

Students in Year 11 and 12 are assigned an Academic Coach. The coach is a person who supports and guides their student to be the best they can be by:

- providing timely feedback on their progress
- determining strategies on how to improve individual outcomes
- negotiating conversations with teachers in the school to ensure their student has the best possible opportunity to achieve success

We pride ourselves in ensuring every student leaves our school gates with qualifications that will set them up for their future; failure is not an option at Lowood SHS. Please refer to our **Junior Secondary and Senior Schooling Curriculum Handbooks** on the School's website for more details regarding our subject offerings.

Our Distinctive Curriculum Offerings

- We continue to offer Growth Mindset classes to cater for the needs of like-minded and high achieving students across English, Mathematics and Science.
- We offer STEAM (Science, Technology, English, Arts and Mathematics) and Football Academy, so that like-minded students can learn within these contexts.
- We offer nationally accredited Certificate III and Diploma courses that articulate into university or training pathways.

Co-curricular activities

Lowood State High School strongly encourages students to participate in as many extra-curricular activities as possible to further develop their passions, skills and friendships. Some examples are listed below:

- Instrumental Music Program - which includes ensembles and the school band. Students in the Instrumental Music program have opportunities to perform at school and in competitions such as Fanfare and the community ANZAC ceremony
- Debating
- Readers' Cup
- Australian Business Community Network (ABCN)
- Lions Youth of the Year
- Literacy and Numeracy Week
- Science Week
- History Week
- Student Leadership Programs
- School and Leadership Camps
- Talent Quest
- Lowood RSL sub-branch ANZAC ceremony in Lowood led by Lowood SHS students and staff
- Student Representative Council (SRC)
- Year 10 Work Experience
- School Gym and Fitness
- Art competitions; USQ Art Exhibition, Creative Generation Art Excellence
- Kokoda Challenges - 30km, 48km and 96km challenges
- Lowood Annual Show
- Dance Troupe
- Lowood Beautification Project on the community Rail Trail
- Business Soiree hosted by the Diploma of Business students

How information and communication technologies are used to assist learning

Students have access to a range of Information Communication Technologies (ICTs). Our staff utilise eLearning where appropriate and create learning experiences that are relevant to the subject area being studied and the needs of students.

Students at Lowood SHS have the option of joining the Bring Your Own Device (BYOD) program, which involves them bringing their own laptop device from home to use at school.

Every room in the school has a data projector or interactive whiteboard. Teachers and students also have access to laptop trollies and iPads to support the teaching, learning and seamless use of technology in classrooms on a needs basis. Teachers use the Learning Place and Blackboard to share and support student learning so that students are able to effectively access lesson material, extension work and revision materials at home.

The Library supports students to access digital resources during their lessons and during lunch breaks.

Social climate

Overview

At Lowood State High School we believe that students should be:

- able to learn in a safe, supportive school environment
- assisted and guided to become independent, life-long learners
- targeted with a curriculum that is appropriate to their needs

Our positive behaviours for learning are:

- **Being Ready** – on time and prepared to learn
- **Being Respectful** – to themselves, other students, staff and our School
- **Being Responsible** – through owning their own words and actions

At Lowood State High staff work together to ensure that all students, every day, can access learning that meets their needs. This is achieved through teachers using inclusive strategies to make reasonable adjustments to their teaching, learning experiences and assessment tasks to assist students to demonstrate their knowledge, skills and competencies.

Communication between parents, students, teachers, support personnel and other stakeholders is vital to ensuring that the appropriate adjustments are made for the individual student. Case Managers work collaboratively with the classroom teachers to cater for additional educational needs and identify specific learning and support needs. Profiles, Individual Curriculum Plans (ICPs), Individual Education Plans (IEPs) are implemented to inform teachers of the students' needs.

Lowood SHS uses STYMIE, a web-based application that proactively supports students to anonymously report bullying of themselves or others. The application supports bystanders to report when they see others being affected by bullying behaviours at school or on the way to and from school. Students and parents have engaged with this program. Students enter information into a form on the web, the information is then referred to a relevant administration member who will then follow-up with the student who has made the referral and the student who has been nominated as the perpetrator. The purpose of STYMIE is to support students to understand their behaviours and change their behaviours.

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)	87%	87%	76%
• this is a good school (S2035)	83%	81%	72%
• their child likes being at this school* (S2001)	80%	84%	82%
• their child feels safe at this school* (S2002)	83%	81%	80%
• their child's learning needs are being met at this school* (S2003)	81%	78%	78%
• their child is making good progress at this school* (S2004)	89%	85%	84%
• teachers at this school expect their child to do his or her best* (S2005)	94%	97%	89%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	86%	73%
• teachers at this school motivate their child to learn* (S2007)	89%	85%	76%
• teachers at this school treat students fairly* (S2008)	79%	78%	69%
• they can talk to their child's teachers about their concerns* (S2009)	92%	89%	87%
• this school works with them to support their child's learning* (S2010)	77%	86%	76%
• this school takes parents' opinions seriously* (S2011)	79%	82%	71%
• student behaviour is well managed at this school* (S2012)	67%	59%	48%
• this school looks for ways to improve* (S2013)	86%	80%	84%
• this school is well maintained* (S2014)	94%	82%	83%

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	88%	86%	82%
• they like being at their school* (S2036)	78%	81%	80%
• they feel safe at their school* (S2037)	83%	85%	83%
• their teachers motivate them to learn* (S2038)	90%	82%	85%
• their teachers expect them to do their best* (S2039)	95%	96%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	84%	82%
• teachers treat students fairly at their school* (S2041)	76%	68%	76%
• they can talk to their teachers about their concerns* (S2042)	75%	74%	71%
• their school takes students' opinions seriously* (S2043)	66%	61%	72%
• student behaviour is well managed at their school* (S2044)	67%	54%	53%
• their school looks for ways to improve* (S2045)	83%	76%	90%
• their school is well maintained* (S2046)	81%	71%	80%
• their school gives them opportunities to do interesting things* (S2047)	80%	78%	86%

* 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)	92%	89%	90%
• they feel that their school is a safe place in which to work (S2070)	94%	86%	89%
• they receive useful feedback about their work at their school (S2071)	87%	79%	76%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	73%	86%
• students are encouraged to do their best at their school (S2072)	95%	90%	92%
• students are treated fairly at their school (S2073)	92%	84%	87%
• student behaviour is well managed at their school (S2074)	70%	51%	47%
• staff are well supported at their school (S2075)	78%	69%	63%
• their school takes staff opinions seriously (S2076)	83%	76%	69%
• their school looks for ways to improve (S2077)	95%	90%	92%
• their school is well maintained (S2078)	91%	88%	81%
• their school gives them opportunities to do interesting things (S2079)	89%	83%	81%

* 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

At Lowood State High School we recognise that our parents and carers are the primary educators of their children. We recognise that a strong partnership between the student, parent and the school is critical to the success of each individual student.

Parents and carers are invited to engage in the following:

- Orientation days and evenings
- Welcome BBQs
- Surveys to provide feedback
- Parent information evenings
- Parent/Teacher interviews
- Collaborative development of Senior Education and Training Plans (SETPLANs)
- Leadership and Induction ceremonies
- Whole school events eg school ANZAC ceremony, graduation ceremony
- Performance events eg Talent Quest, Musical
- Sporting Events eg swimming, cross country, athletics, interschool sporting events

Respectful relationships education programs

Year levels participate in a Brain Power lesson each week. During these lessons a range of topics are covered that are appropriate and educate students on respectful relationships. For example, students have the opportunity to engage with programs such as Love Bites, youth mental health and well-being forums and external programs offered by DVAC.

At the fundamental level, all students at Lowood SHS understand that it is their right to feel safe and be safe at all times. The student support services provide a range of support, eg RAGE, Rock and Water, and if needed, the necessary referrals to ensure that all young people who require assistance are supported in a way that meets their individual needs. The use of STYMIE has provided bystander students with a voice to support their friends and peers.

To encourage positive relationships during the breaks there are a number of options available: Chess Club, Games Club, Debating, access to the Resource Centre (Library), access to the oval etc.

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	248	416	349
Long suspensions – 11 to 20 days	6	19	12
Exclusions	4	3	5
Cancellations of enrolment	10	6	5

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

To reduce our carbon footprint solar panels have been installed on the school's Hall. Our oval is watered using a computer driven watering system which only waters before and after school on pre-determined days and it also auto detects weather conditions and determines if water is needed.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	333,746	296,667	293,357
Water (kL)	10,839	9,135	10,672

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.

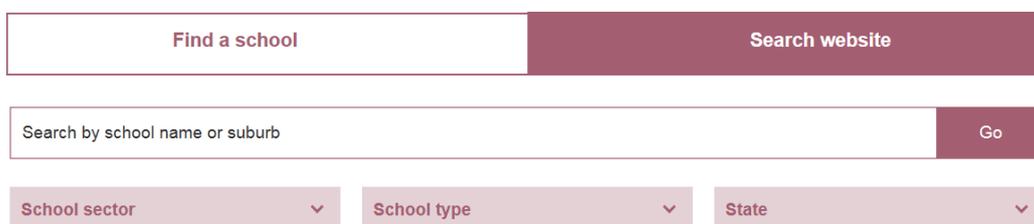
School funding

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.



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



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



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

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	69	36	<5
Full-time equivalents	67	28	<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	-
Masters	5
Graduate Diploma etc.*	25
Bachelor degree	40
Diploma	-
Certificate	-

*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 \$70 300.

Our professional development opportunities directly aligned to our 4 key priorities which are:

Priority 1 – Staff Development

Priority 2 – Quality Teaching

Priority 3 – Literacy and Numeracy

Priority 4 – Attendance

The proportion of 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	87%	87%	84%
Attendance rate for Indigenous** students at this school	81%	81%	81%

* 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

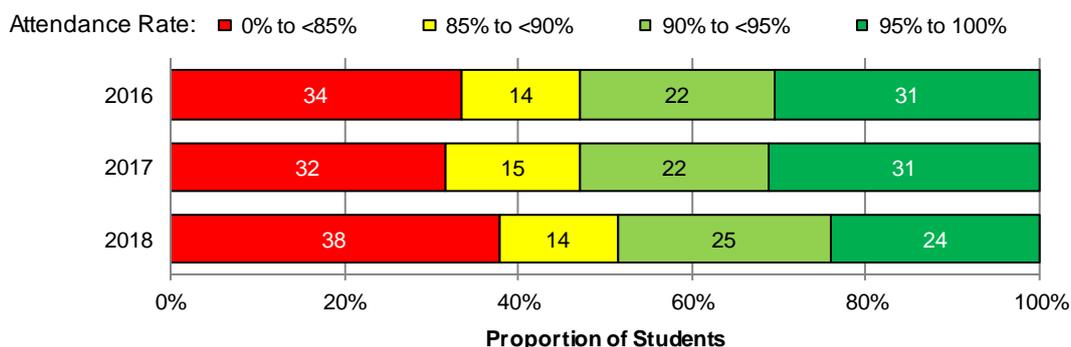
Year level	2016	2017	2018
Year 7	90%	88%	89%
Year 8	87%	87%	86%
Year 9	86%	84%	82%
Year 10	86%	85%	78%
Year 11	84%	87%	85%
Year 12	86%	90%	86%

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).

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.

Attendance Goals

- To build a stronger understanding in our school community that good attendance increases life choices and results in higher achievement
- To build a strong culture of shared responsibility for student attendance between students, parents/caregivers, teachers and the administration team

Our Beliefs

The benefits of excellent attendance at school:

- Getting the maximum benefit from school optimises life choices
- There is a strong link between regular attendance and higher levels of achievement
- Through regular attendance the life skills of self-discipline, punctuality and being organised significantly improve
- Attending regularly leads to stronger friendships that can be maintained over a longer period of time
- The higher the attendance, the greater the understanding of learning and satisfaction about being at school
- Being away from school can place a student in unsafe situations

Reward Trips for students who meet *Lowood Lightning Level 2* or above requirements (ie meet the 90%+ attendance benchmark), are organised each semester. Support Staff in the school also support attendance by offering breakfast (on certain day/s) to students on their arrival at school.

At the end of the year students who had excellent attendance receive certificates of recognition and attendance badges in gold, silver and bronze, depending of their final attendance percentage for the year. It is at these ceremonies that the virtues of attending school regularly and consistently are highlighted and celebrated.

The following processes are followed to support student attendance on a daily basis:

- Electronic rolls (ID attend) are marked 5 times per day (in home group and four subject lessons)
- Daily Truant Report is generated:
- Teachers follow-up with students who are absent for a single lesson on a day.
- Parents/carers of students who are absent for 3 consecutive days or longer are phoned

- As soon as a student accrues 3 days unexplained absent days in a term, a phone call and/or a letter is sent via mail, seeking explanation of the absences
- Deans of Students investigate long term unexplained absences with referrals to the Guidance Officer, Chaplain, Youth Support Co-ordinator for support and assistance, if necessary
- If a student is away for 10 days without any explanation or reasonable excuse in a term, processes associated with the enforcement of **compulsory schooling** or **compulsory participation** phases commence (Form 4 and 5, associated letters, organisation of meetings)
- All student attendance is tracked according to the *Lowood Lightning Levels* Policy benchmark which requires students to have a 90%+ attendance rate in order to represent the school in extra-curricular activities.

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.

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. 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	96	64	109
Number of students awarded a QCIA	0	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	96	63	109
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	24	18	31
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	96	64	109
Number of students awarded a VET Certificate II or above	95	61	109
Number of students who were completing/continuing a SAT	20	14	17
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	88%	89%	87%
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	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

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	2	5	3
6-10	12	6	11
11-15	7	5	13
16-20	3	2	4
21-25	0	0	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	34	16	4
Certificate II	94	61	109
Certificate III or above	46	33	72

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).

During 2018 students had access to the following VET qualifications:

Diploma of Business, Certificate II Information, Digital Media and Technology, Certificate II in Visual Arts, Certificate II and III in Business, Certificate II in Retail, Certificate II and III in Hospitality, Certificate III in Fitness, and Certificate II in Skills for Work and Vocational Pathways. Other certificate qualifications were sought out for students on a needs basis from external RTOs including Certificate II and III in Health Services. Students also accessed a variety of courses through TAFE eg Certificate II Auto Underbody Technology, Certificate II Salon Assistant etc.

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	71%	70%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	42%	64%	82%

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

When students leave school before completing Year 12, they generally transfer to another school in the region or state. Otherwise, students leave school to enrol in TAFE or other RTO providers.

Lowood SHS operates a School Representation Policy that clearly focusses students on aspirations around Attendance, Behaviour, Effort and meeting the school's high expectations in all facets of schooling.

In the post-compulsory phase of learning, attendance, participation, work completion and engagement are closely monitored to ensure students are meeting minimum benchmarks to ensure success. This, together with academic coaching, ensures that students are on track or have a very clear understanding of the consequences for not being on track with their studies.

It is our goal to support all students to complete Year 12 successfully so that they can journey into further study or the work place after high school. We encourage students to stay at school; reviewing their current subjects and study options and ascertaining where alternatives can be implemented to support their needs and aspirations.

Whenever a student makes the choice to leave school, staff endeavour to work with the student and parents/carers to set the young person on a path of further learning or work. All students had access to the support of the region's Transition Officer who supports students to access further study, apprenticeships, traineeships or work.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

This school's report will be available at

<https://lowoodshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Conclusion

Lowood State High School is a growing school that plays a pivotal role in the local community.

Together, our staff and families and community, have been determined to create a future for our students where they can experience success.

If we can assist you in any way, please make contact with the School.

Kind regards

Stacey Beu
Principal