



Maroochydore 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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## School overview

Maroochydore SHS is located at the heart of the Sunshine Coast and has built a proud record of supporting and challenging students to realise their potential through a wide range of programs that provide something for everyone. Our programs ensure that we cater for all students' needs and this is reflected in our school vision of 'Excellence in Education for All'. We provide a high quality schooling experience for every student, with the opportunity to be well prepared for life success through learning and education. We aim to lay the foundations that engage young people in life-long education and training to enrich their lives. Our learning environment is based on strong traditional values with a very clear focus on Safety, Respect and Learning - these permeate every aspect of school life. Curriculum features include junior secondary classes of excellence in academic challenge, music and sport, national best practice Biotechnology education programs, Japanese, vocational education and school based traineeships, Aerospace Studies Gateway School, developmental classes Surfing, an international student program and a strong pastoral care and welfare focus.

A warm welcome to the Maroochydore State High School Annual Report. This report details a sample of the achievements and results from Maroochydore SHS in 2018. We are extremely proud of our students, their achievements and the work done by our staff and families to assist our students in the learning process. Our school places a very strong emphasis on providing a wide range of academic, vocational, cultural, civic and sporting activities for students. Our programs and teaching are supported by an embedded school ethos that every student can achieve, an active student wellbeing program and a Student Services support team, which are all pivotal in our drive to ensure students have every opportunity to create a bright and prosperous future for themselves. Students of all abilities are supported and challenged to realise their potential through an exciting range of subjects and innovative programs that provide something for everyone.

The staff and community of Maroochydore High take great pride in ensuring that our school is a place where everyone has the opportunity to succeed and shine. Our values of Learning, Safety and Respect are realised and enacted through a vision where we strive to achieve **excellence in education for all** through:  
*~ empowering high performance ~ fostering positive relationships ~ collaboratively nurturing well-being ~*

This is reflected throughout the report and is particularly evident in the excellent Year 12 exit outcomes; where over the past five years, 100% of the graduating class has achieved either the QCE / QCIA and an Overall Position or Vocational Qualification of worth. In 2018, our core goal of "All Year 12 students will graduate with the Queensland Certificate of Education (QCE) and then either an Overall Position (OP) or Vocational Education qualification (VET) of worth" was again realised with 100% of graduating students exiting with the QCE and then one or more of the other qualifications (OP and/or VET). Students in the OP eligible group achieved outstanding results, 18.0% of the group achieving an OP 1-5 and 89.7% achieving an OP 1-15. In 2018, the 180 eligible QCE/QCIA recipients also achieved at least one Certificate II qualification or higher.

## School progress towards its goals in 2018

Continued improvements in our teaching and learning framework, senior education and training plans, monitoring and support of students, coupled with our drive to enhance teaching capability, have all added to continued success in Year 12 exit outcomes. Our school continues to utilise Dr Robert Marzano's (new) Art and Science of Teaching as the foundation for a common language of teaching and pedagogy across the school. In 2018, all teachers were observed by colleagues and received feedback on their teaching as a focus for their professional development and Annual Performance Development Plans. These conversations were linked to dedicated time in Professional Learning Teams to share best practice and improve performance.

Over the past 2½ years our school has embedded a systematic curriculum review process as a deliberate action to analyse and investigate ways to enhance our planning for classroom learning. The process embeds the National Curriculum (ACARA) and was timed to ensure our school's readiness as we enter into a new senior external assessment system (SATE). Throughout 2018, the school further developed components of the curriculum review process and has now established practices leading to guaranteed and viable curriculum. Through this process we continue to strive for an increase in student engagement, alignment of our 7-10 curriculum and assessment with ACARA, embed school wide literacy and numeracy strategies and develop an annual cycle of reflection and improvement. The process in 2018 allowed us to review units across Years 7-10 in week 6 of each term.

Feedback is given to faculties for unit enhancements, however, it is the continuous upskilling of teachers and setting of high expectations which will lead to long term improvements in student engagement and performance. Toward the end of 2018 the curriculum review split into two separate, but similar processes, a junior (7-10) curriculum review remains and now we have introduced a senior (11) endorsement process. The endorsement process aligns to the new QCCA SATE syllabus requirements and is being used to prepare our teachers, and the relevant curriculum and assessment, for Years 11 & 12.

Our school continued planning toward the introduction of the new Senior Assessment and Tertiary Entrance system, which has since commenced with Year 11 in 2019. During 2018, our school continually networked with other local schools forming a cluster to collaborate for the upcoming changes. These invaluable partnerships have laid the platform for sharing of practices and materials across schools. Staff continued to engage in training packages developed by the Queensland Curriculum and Assessment Authority (QCAA) and we have ensured access for all teachers. At the end of 2018 our school was well placed to enter into the new SATE system with our teachers and students displaying signs of optimism and confidence.

In 2018, the school has employed two Heads of Curriculum (Literacy & Numeracy) to work alongside staff in embedding activities and resources into the curriculum. The focus on improving literacy and numeracy continues and the school has once again employed Literacy and Numeracy coaches for the 2019 school year.

As an Independent Public School we continue to work closely with our school community and have developed a forward thinking, strategic culture to benefit from the independent status and autonomy afforded our School Council. In 2018, the Council began reviewing the school's performance and approving the strategic direction. Discussion then focussed around subject selections in the new SATE system and the development of long term infrastructure planning. The term 2 and 3 meetings focussed on the National School Improvement Tool and our 2018 Full School Review. On completion of the review the School Council gave input into our strategic direction and development of our new 4 year Strategic Plan.

## Future outlook

There are four key priority areas for improvement defined in the School Implementation Plan for 2019.

- 1. Implementing the Australian curriculum and SATE by utilising our Curriculum Review Process to refine units.** *In 2019 the curriculum review each term will be split in two distinct but similar processes. The first part of the week will focus on strengthening junior secondary units and the second part of the week will see a supportive endorsement process focussed on Year 10 and 11 units. The school based endorsement process will be timed to ensure teachers are well ahead of deadlines for QCAA so we can provide support where necessary.*
- 2. Enhance the capability of all staff through targeted professional development and clearly defining roles.** *Staff capability is a main focus for long term improved performance. Moving into 2019 we will continue to support our teaching staff with professional development, however a spotlight will be focussed on Teacher Aides, Administrative Officers and our Senior Leadership Team. Each member of the Senior Leadership will be given a focussed Role description in line with current school priorities. Further training will be provided in areas such as strategic leadership, team building and teaching and learning (new ASOT).*
- 3. Redefine our school inclusive practices against the signpost tool to ensure we are delivering on our vision of excellence in education for all.** *With the introduction a HOD Diverse Learners and new partnering with regional office support (PAT-IL) our school will take the first semester to develop a strategic plan to implement the Inclusion Policy in full. It is also envisaged that all staff will start to be introduced to professional learning to support this policy for the whole school level through to every classroom.*
- 4. Review the responsible behaviour plan to further enhance school culture in line with PBL.** *In recent years our PB4PB team have drawn together many resources and processes to support positive behaviour management within our school. For 2019 we have bought into the regional PBL team to further develop our practice and consistency across the school.*

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Year 7 - Year 12
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1243	1277	1315
Girls	596	621	656
Boys	647	656	659
Indigenous	58	66	75
Enrolment continuity (Feb. – Nov.)	91%	92%	90%

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.

## Characteristics of the student body

### Overview

Our student body is characterised by students from a range of socio-economic demographics. The majority of our students are drawn from six local feeder primary schools and reside within our enrolment catchment boundary. Travel to school is supported by a well serviced bus transport system. While there is some transience in enrolments owing to the nature of the employment opportunities and the tourist and holiday background of the Sunshine Coast, there is a strong core of students who complete their six years of schooling at Maroochydore State High School. There is not an extensive range of cultural backgrounds present in the student body and very few students have English as a Second Language. In 2018, 5.4% of students identified as Aboriginal or Torres Strait Islander.

Also, within this favourable central Sunshine Coast beach location and destination, we support an array of students from international and interstate origin. We offer an International Student Program that is comprised of up to 45 students who study with us from three months to two years. They are from destinations such as Germany, Italy, Brazil, Chile, Korea and Japan. This international composition generates an extension of learning academically, culturally and socially for our whole learning community. Further, we host a Special Education Unit that provides for the needs of approximately 4% of our student population. The Unit provides specialist staff and facilities to extend learning opportunities for these children.

### 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	23	24	24
Year 11 – Year 12	18	18	18

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

- Junior Secondary specialist programs in Academic Challenge (DRIVE), Music, Sports Development and Encore (Creative Industries).
- Junior Secondary development programs in Design & Technology, Coding and STEAM.
- Year 10 Performance Based Extension Programs and DRIVE Academic program.
- Senior Secondary DRIVE Academic Programs, Marine Science, Film, Television and New Media, Surfing, School Based Apprenticeships and Traineeships, International Student Program, Vocational Certificates in Trade areas including Commercial Cookery, Hospitality, Industrial Technology, Information Technology, Business and Tourism.
- Japanese is offered at all year levels

### Co-curricular activities

- Student leadership programs (all year levels)
- LEOs Club (Young Lions)
- Humanitarian Aid Tour to Cambodia
- School Bands and Choir
- Peer Leaders and Peer Helpers program
- Student Council and numerous committees supporting the operation of the school
- Instrumental Music
- Opti-Minds challenge
- Academic competitions in most subject areas
- Sport teams at interschool and higher levels
- School Magazine committee
- Culture Fest and School Musical
- Mighty Minions, Busking Club and Spin Off Clubs

### How information and communication technologies are used to assist learning

Digital technologies play an integral part in student learning. At Maroochydore State High School, digital technologies are embraced through a variety of means to maximise student access. Students in all year levels are able to take part in our Bring Your Own Device (BYOd) program. The program is supplemented by an equity fleet of laptops that can be borrowed by students as well as four specialist computer labs, a number of mini-labs and library computer access both during and outside of class times. Every classroom has access to either a data projector, an interactive whiteboard or a computer and large flat screen TV. The school has full Wi-Fi coverage in and around every building. Digital technologies are a cross curricular priority and are integrated throughout all subjects in the curriculum. Students are empowered to use smart devices through our acceptable use of technology policy. Teaching staff have regularly participated in significant Professional Learning related to the implementation of and effective use of digital technologies. The Digital Technologies subject is also taught as part of the curriculum in Years 7 – 10. Three senior subjects are also dedicated to the development of skills in digital technologies in the Senior School.

## Social climate

### Overview

Maroochydore State High School uses a sub-school structure as the focus for student welfare, developing positive student teacher relationships, managing student behaviour and ensuring the maintenance and development of a supportive school learning environment. The primary reason for adopting this structure is the commitment of the school to ensuring quality student/teacher relationships. Positive relationships based on students and teachers knowing each other, relating to each other as people and caring about each other lead to improved behaviour, better self-esteem, more focused learning environments and improved learning outcomes.

Both Junior and Senior Secondary sub-school has two Deans of Students who, along with a Deputy Principal and a Head of Department, oversee the welfare for the students of the year level. The Heads of Department and Deans of Students are responsible for coordinating student care and welfare activities, liaising with a

range of specialist support personnel who provide proactive and responsive support to the full range of students enrolled. The Head of Department also coordinates and liaises with the Guidance Officer, School Based Police Officer, School Based Youth Health Nurse and the Chaplain. Maroochydore High's inclusive environment also provides support for students with special needs and indigenous students.

A carefully planned and implemented pastoral care program develops from Year 7 through to Year 12. In the Junior Secondary school, the emphasis focuses upon personal development and positive relationships gradually shifting to more of an emphasis on career education in the Senior School. A strong responsible behaviour and anti-bullying theme is woven throughout the program in all year levels. Year 7, 8 and 9 students participate in workshops and sessions on weekly assemblies where they receive a comprehensive instruction program defining bullying, strategies to defend themselves and to self-manage bullying and they are given a clear outline of the process for reporting bullying and introduced to the people involved. The school has also incorporated the Stymie app to allow students to anonymously report incidents at any time.

The student well-being message is regularly reinforced at all weekly year level parades and is supported by the training of peer helpers each year in Junior Secondary. The original Latin motto is translated to mean 'to strive and to serve' and this is woven into the school ethos where all students are provided the opportunity to develop a civic awareness and give back to their community. From Years 7 to 12, students have the opportunity to support community programs, engage in leadership programs and take part in community days like Shave for a Cure and Chaplaincy fundraisers. Our Year 11 leaders actively support the local Lions Club community initiatives through our school based LEOs club.

Students also have the opportunity to take part in the annual Humanitarian project which raises funds for orphanages and schools in Cambodia and India. The students travel to Cambodia to live and teach at a local orphanage school. Our students embrace the opportunities to Strive and Serve, to Succeed and Shine.

## 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)	90%	95%	96%
• this is a good school (S2035)	88%	95%	93%
• their child likes being at this school* (S2001)	92%	93%	92%
• their child feels safe at this school* (S2002)	95%	95%	90%
• their child's learning needs are being met at this school* (S2003)	89%	93%	91%
• their child is making good progress at this school* (S2004)	90%	89%	95%
• teachers at this school expect their child to do his or her best* (S2005)	93%	93%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	91%	95%
• teachers at this school motivate their child to learn* (S2007)	85%	89%	94%
• teachers at this school treat students fairly* (S2008)	85%	91%	89%
• they can talk to their child's teachers about their concerns* (S2009)	89%	96%	96%
• this school works with them to support their child's learning* (S2010)	85%	86%	89%
• this school takes parents' opinions seriously* (S2011)	83%	90%	90%
• student behaviour is well managed at this school* (S2012)	83%	94%	87%
• this school looks for ways to improve* (S2013)	90%	98%	96%
• this school is well maintained* (S2014)	88%	93%	92%

Percentage of parents/caregivers 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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	90%	92%
• they like being at their school* (S2036)	93%	84%	81%
• they feel safe at their school* (S2037)	90%	88%	86%
• their teachers motivate them to learn* (S2038)	88%	88%	86%
• their teachers expect them to do their best* (S2039)	97%	96%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	90%	88%
• teachers treat students fairly at their school* (S2041)	76%	77%	72%
• they can talk to their teachers about their concerns* (S2042)	72%	74%	64%
• their school takes students' opinions seriously* (S2043)	79%	75%	66%
• student behaviour is well managed at their school* (S2044)	68%	73%	54%
• their school looks for ways to improve* (S2045)	91%	91%	85%
• their school is well maintained* (S2046)	82%	82%	71%
• their school gives them opportunities to do interesting things* (S2047)	92%	91%	83%

\* 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)	100%	99%	100%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	99%
• they receive useful feedback about their work at their school (S2071)	94%	88%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	95%	89%
• students are encouraged to do their best at their school (S2072)	98%	94%	98%
• students are treated fairly at their school (S2073)	100%	96%	98%
• student behaviour is well managed at their school (S2074)	85%	83%	88%
• staff are well supported at their school (S2075)	91%	85%	91%
• their school takes staff opinions seriously (S2076)	94%	86%	90%
• their school looks for ways to improve (S2077)	94%	94%	99%
• their school is well maintained (S2078)	70%	76%	85%
• their school gives them opportunities to do interesting things (S2079)	92%	93%	95%

Percentage of school staff 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.

## Parent and community engagement

Examples of Parent and Community Engagement include:

- 📄 Our parents can actively participate in the life of the school through the Parents' and Citizens' Association, School Council, canteen helpers and Learning Assistance Program volunteers.
- 📄 A fortnightly newsletter is emailed to parents with an email address and hard copies are made available if requested.
- 📄 As part of the My Personal Best (MyPB) initiative, in Term 1 every family is invited into the school to meet with their student's Care Class teacher and establish targets for the year ahead. Student progress reports are provided at the end of each term and parent teacher interviews take place at the start of Term 2 and Term 3.
- 📄 The annual cultural and artistic events attract large numbers of parents.
- 📄 Year 9 Parents participate in Junior Education & Training plan interviews. These interviews are conducted by Care Teachers and the Junior Secondary team and are focussed around student progress, career aspirations, and subject selections.
- 📄 Year 10 parents participate in interviews with key school personnel as part of the development of the Senior Education and Training Plan and also for subject selection. A Subject Selection Expo is held for parents of students entering Years 9, 10 and 11.
- 📄 Parents of Year 12 students play an integral part in their graduation celebrations during the final week.
- 📄 An awards evening, "Celebration of Excellence" is held in Term 4 to recognise student performances.
- 📄 Teachers are actively supported in contacting parents about their child's progress and Deans of Students play a key role in communicating with parents about their child's progress at school.
- 📄 Junior Secondary staff and the Principal visit primary schools to meet with new parents as part of the family transition to the secondary school.
- 📄 The Principal runs school tours and a coffee club on the first Tuesday of each month to enable new families to familiarise themselves with the school and its vast offerings.
- 📄 The School's HOSSES and Special Education staff meet with all families to discuss and plan educational adjustments and educational plans. Where an individual curriculum plan is required, learning support staff engage with families in the development of this plan.

## Respectful relationships education programs

Through our pastoral care and support programs students engage in a wide range of activities designed to develop an understanding of their individual character and personality, as well as respectful and appropriate behaviours in a range of situations. The Junior Secondary Care program supports the development of student reliance and students understanding themselves and their strengths, positive relationships with family, peers and teachers and bullying face-to-face and on-line. Students also access providers such as 'Smashed' wellbeing presentation, Brainstorm Productions and Unleashing Your Potential, Altitude Day and leadership opportunities to address specific elements of how to stay safe in various environments, including on-line. The HPE curriculum also addresses peer relationships and healthy behaviours in relation to drugs and alcohol.

As our students move into Year 10, they encounter more specific information around the features of respectful relationships and personal conduct, as well as their first real look at sexual health. These presentations are led by our Student Services personnel and also deliver information regarding reporting problems. Also in the Year 10 Study skills unit, we provide strategies for healthy online interactions and what to do if online bullying occurs.

As students mature and progress into Years 11 and 12, they are engaged in materials and discussions around emotional behaviour, mental health and domestic violence. The good mental health unit looks at Emotion Recognition and Regulation and engages students with material from Beyond Blue's SenseAbility course. This material looks at identifying emotions and provides strategies for regulating emotions, positive communication, problems with online communication and resolving conflict. Following on from this, students are addressed in separate male/female presentations from Centacare. Centacare specifically addresses the issue of domestic violence and gives students access to contact information and flyers. Much of the contact information can also be found in student diaries.

## 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	199	227	358
Long suspensions – 11 to 20 days	12	15	13
Exclusions	4	6	3
Cancellations of enrolment	2	1	3

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

Our school has consciously endeavoured to reduce electricity usage through not leaving lights, fans and computers on when rooms are not in use and through the use of solar panels. As lights are replaced, they are being updated with LED alternatives. An ongoing plan is in place to install more economical water use devices as part of the maintenance cycle (e.g. replacing toilet cisterns) which has significantly reduced water use. A student run environment committee supports these initiatives and focuses on recycling. They also initiated the planting of new trees as part of a Carbon Offset initiative.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	505,490	437,750	516,569
Water (kL)			

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 ▼

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

View School Profile

4. 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	107	47	6
Full-time equivalents	98	34	<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	19
Graduate Diploma etc.*	21
Bachelor degree	62
Diploma	3
Certificate	1

\*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 \$132, 500.

The major professional development initiatives are as follows:

7-9 Curriculum Review & 10/11 Endorsement	QCAA Instrument Specific Marking Guides	QCAA new SATE Syllabus	SATE Cluster meetings and sharing
Yulunga Traditional Games	Vocational Education Industry visits	Vocational Education TAE Qualifications	Curriculum Roadshow for High Schools
Aerospace Systems Gateway School	USC Careers	International Students Program & Conference	Lego Education
Literacy	Orange Card holder	Numeracy	QCE Workshop
Purchasing and Procurement training	Youth Mental First Aid Course	SBMAQ 2018 State Conference	Schools Officers PD day
Essential Skills for Classroom Management and Classroom Management Planning	Classroom Profiling Instructors	Career Development Conference	Positive Schools Mental Health and Wellbeing conference
First Aid	ICP Roadshow	CPR course	Robotics Workshop
Business Manager learning circle	Indigenous Education Forum	TrackEd Software training	

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%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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%	91%	90%
Attendance rate for Indigenous** students at this school	86%	87%	85%

\* 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

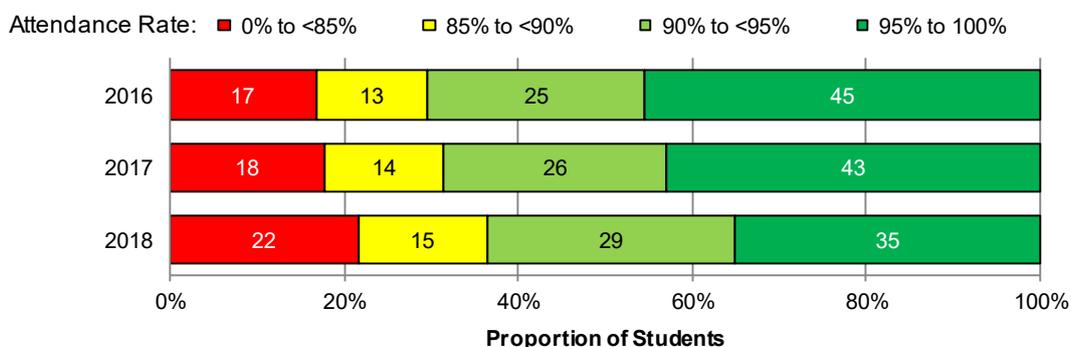
Year level	2016	2017	2018
Year 7	93%	92%	91%
Year 8	91%	91%	89%
Year 9	87%	89%	88%
Year 10	89%	89%	87%
Year 11	92%	93%	92%
Year 12	92%	92%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

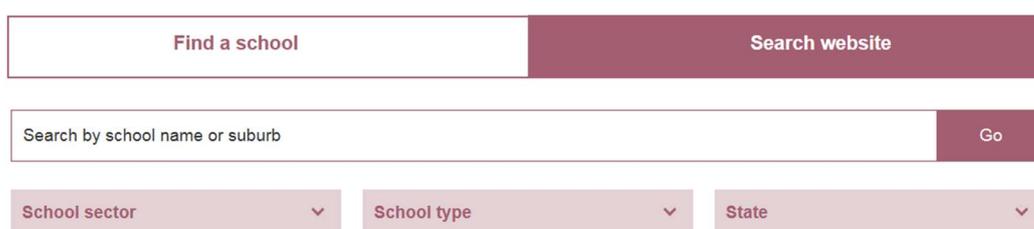
Electronic rolls are marked by teachers every lesson and there is also a morning roll mark session of 10 minutes at 8.35 a.m. Teachers communicate absences to the school office. Late students must check in through the office. Reasons for absence and lateness are communicated by parents to the school via a signed note, by phoning the absence line or through QParents App. If the school does not receive communication regarding reason for absence, then the school will contact the parent/carer regarding the absence or lateness using SMS. If a student has a pattern of absences or lateness then the year level Deputy Principal, HOD and the Deans of Students will intervene and work with the student and parent/carer to address the underlying reasons for the pattern of disengagement. The support of specialist student services personnel may also be engaged to assist. The school works in partnership with other local high schools and the Salvation Army to offer an alternate site for some students.

## 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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	161	189	180
Number of students awarded a QCIA	0	3	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	161	186	179
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	86%	100%
Number of students who received an OP	70	83	78
Percentage of Indigenous students who received an OP	80%	14%	17%
Number of students awarded one or more VET qualifications (including SAT)	161	189	179
Number of students awarded a VET Certificate II or above	161	189	179
Number of students who were completing/continuing a SAT	20	25	36
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	86%	78%	90%
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.	98%	99%	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	15	14	14
6-10	12	23	19
11-15	33	28	37
16-20	10	17	8
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	78	94	69
Certificate II	159	189	178
Certificate III or above	73	77	83

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).

The **Pathways to Success** Vocational Streams on offer or supported at Maroochydore SHS are organised under the Sunshine Coast Regional Council's Economic Employment Pillars of Human Services, Tourism & Hospitality, Industrial Technologies and Business Communication & Technologies.

The Certificates supported and achieved included:

Human Services:

- Certificate I in Financial Services
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Sampling and Measurement
- Certificate II in Active Volunteering
- Certificate III in Fitness
- Certificate III in Early Childhood Education and Care
- Certificate IV Crime and Justice
- Certificate III in Allied Health Assistance

Industrial Technologies:

- Certificate II in Furniture Making Pathways
- Certificate II in Engineering Pathways
- Certificate I Construction (external RTO)
- Cert II Automotive Servicing Technology (External RTO)
- Certificate II Automotive Underbody (SATs)
- Cert II Electrotechnology (External RTO)
- Certificate II Plumbing (External RTO)
- Cert II Engineering ( SATs)

Tourism & Hospitality:

- Certificate II in Tourism
- Certificate III in Tourism
- Certificate II in Hospitality
- Certificate III in Hospitality
- Certificate II in Kitchen Operations
- Certificate II in Retail (SATs)
- Certificate III in Hospitality (SATs)
- Certificate III in Retail (SATs)
- Certificate III in Commercial Cookery (SATs)

Business Communication & Technologies:

- Certificate II in Business
- Certificate II in information, Digital Media & Technology
- Certificate III in Business (also as a SAT)

## 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	64%	81%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	38%	54%	70%

Notes:

1. 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%).
2. *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.

Early leavers from Maroochydore State High School generally move to TAFE, private RTOs or into the local workforce. Where ever possible, early exit from school is preceded by an interview with a Guidance Officer and/or contact with parents to ensure that requirements of the post compulsory participation phase are being met.

### 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.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://maroochydoreshs.eq.edu.au/Pages/default.aspx>