

# Queensland State School Reporting – 2011

## Maroochydore State High School (2097)



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## Principal's foreword

### Introduction

The school has continued to focus on both academic and vocational standards at Maroochydore State High School which has brought continued improvement. The emphasis on rigor and standards including a thorough post-compulsory (Year 11 and 12) monitoring process has continued to achieve improved outcomes for students in 2011. A focus on raising expectations of levels of completion in Vocational Education and Training (VET) has resulted in higher VET outcomes. The focus on academic performance has now resulted in Maroochydore State High School being placed in the upper state quartile for Year 12 academic outcomes. Significant improvements have also been made in Year 9 Literacy and Numeracy outcomes.

Key activities in 2011 also focused on the quality and effectiveness of class room teaching and developing higher order thinking and problem solving skills in students. Our school has continued to develop expertise in biotechnology which has been enhanced by the effective use of upgraded Science facilities. Construction of the \$1.5 m Coastal Cookery Trade Training Centre was completed, with facilitation of the training for Certificate III Apprentice Chefs well underway. The International Student Program, Cambodian Humanitarian Project, Cricket Academy and Centre for Creative Industries have also continued to flourish.

School goals are

- High quality teaching and learning and improved student outcomes
- Positive relationships and a positive school culture
- Effective school operations and enhanced staff capability

### School progress towards its goals in 2011

Significant progress has been made in each of the following key areas:-

- Year 9 Literacy and Numeracy outcomes;
- Year 12 Overall Positions and tertiary entry;
- Year 12 Vocational Education and Training qualifications;
- Closing the Gap in indigenous students' outcomes;
- eLearning;
- Teacher capability and effective classroom teaching;
- Student engagement and confidence in the school;
- Staff morale and confidence in the school.
- Introduction of one to one laptop take home program for Year 9 students

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### Future outlook

School Priorities 2012:-

- Improved literacy and numeracy outcomes (NAPLAN)
- Improved Year 12 outcomes
- Develop teacher capability
- Implementation of the national curriculum in English, Mathematics and Science in Years 8, 9, 10
- Planning for the introduction of the National Curriculum in History Year 8, 9, 10
- Closing the Gap between Indigenous and Mainstream student performance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Year 8 - Year 12

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1109	538	571	90%

### Characteristics of the student body:

Maroochydore State High School draws from five main feeder primary schools with a range of backgrounds from semirural to established urban. 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 five 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. Currently 3.3% of students identify as Aboriginal or Torres Strait Islander and there is also an international student enrolment of around 25 students.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	22.9
Year 11 – Year 12	18.8
All Classes	21.2

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	224
Long Suspension □ - 6 to 20 days	58
Exclusions	15
Cancellations of Enrolment	12

## Curriculum offerings

### Our distinctive curriculum offerings

Year 8 Excellence classes in Academic Challenge, Music, Sport and Creative Arts.

Year 9 Excellence classes continued as a specialist elective, Cricket Excellence Program.

Year 10 Cricket Excellence Program, DRIVE Academic Excellence Program, Hard Yacca Trade Skill Development Program.

Years 11 and 12 DRIVE Academic Excellence Program, Cricket Excellence Program, Specialist classes in Surfing, Rugby League, Marine Studies, Film, Television and New Media, School Based Apprenticeships and Traineeships, International Student Program, Certificates III in Commercial Cookery, Fashion Studies, Childhood Studies and Hospitality Practices .

Japanese is offered at all year levels

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### Extra curricula activities

Student leadership program

Student Council and numerous committees supporting the operation of the school

Instrumental music

Humanitarian Aid Tour to Cambodia

Opti Minds challenge

Academic competitions in most subject areas

Debating

School Bands and Choir

School Musical

School Talent Quest

Cheer and Dance Squad

Sport teams at interschool and higher levels

Chess competitions

Public Speaking competitions

School Magazine committee

Culture Festival

Science Fair

Maroochydore High has a strong tradition of involvement and success in sports. A variety of sporting activities are offered to male and female students - an important aspect of which is that most are team sports. Students in the middle school participate in summer and winter interschool sports against nine other schools. Year 10 students have a year long program of recreational sport activities. There are three inter house events during the year - Swimming, Cross Country and Athletics Carnivals.

A student leadership program operates at all year levels with specific service and community development activities a feature of each year level.

The Instrumental Music Program is very popular with a number of ensembles performing regularly. Drama, Music and the Visual Arts also showcase their talents in the school musical, talent quests and concerts.

There is a very active Student Council that operates in both the senior and middle school and a comprehensive Year 12 Committee structure that organizes lunch time activities, school discos, the graduation, student yearbook and a range of other events.

Public speaking, debating and the Opti Minds Quest are also very popular. Students actively participate in a range of national Mathematics, Science, English and Computing competitions.

A range of major excursions is offered including a bi-annual cricket tour to New Zealand, a bi-annual study tour to Japan, an annual humanitarian tour to Cambodia as well as regular music tours.

## How Information and Communication Technologies are used to assist learning

Computers and digital technology play an integral part in student learning. Maroochydore High has over 500 computers (all linked to the Internet) dedicated to student learning. Every classroom has access to either a data projector, an interactive whiteboard or a computer and large flat screen TV. eLearning is integrated throughout the curriculum. The senior curriculum also includes three subjects dedicated to the development of skills in Information and Communication Technology.

The Information Centre has thirty computers available for student use and opens for an hour before and after school to facilitate student use. The Learning Place is a web based computer server that allows students 24/7 access to the school and is a source of homework, extension and revision activities and a site for assessment items.

The introduction of a 1:1 laptop take home program for Year 9 students under the National Secondary School Computer Fund began in late 2011 in preparation for 2012. In preparation for this, teaching staff participated in significant Professional Learning related to effective use of this resource to enhance learning which will continue in 2012.

## Social climate

Maroochydore State High School uses a year level 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 as people and caring about each other lead to improved behaviour, better self-esteem, more focused learning environments and improved learning outcomes.

Each year level has a number of Heads of Year who along with a Deputy Principal oversee the welfare for the students of the year level. Heads of Year oversee the welfare of approximately 80 – 90 students within their year level. The Heads of Year are responsible for coordinating student care and welfare activities, coordinating with a range of specialist support personnel who provide proactive and responsive support to the full range of students enrolled. The Head of Department Senior Schooling coordinates and liaises with the School Based Police Officer, School Based 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 8 through to Year 12. In the middle 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.

## Parent, student and teacher satisfaction with the school

The majority of parents consider that the school delivers a good education for their student/s and a higher proportion of parents are satisfied with the school. Students very strongly believe that they get a good education at the school. The majority of staff are satisfied with the morale in the school and with their access to professional development opportunities.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	73%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	86%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	72%
Percentage of staff members satisfied with morale in the school	77%

DW – Data withheld

## Involving parents in their child's education

Our parents actively participate in the life of the school through the Parents' and Citizens' Association, School Council, committees, canteen helpers and Learning Assistance Program volunteers. A fortnightly newsletter is emailed to parents with an email address and a monthly summary newsletter is posted to parents without an email address. Student progress reports are provided at the end of each term and parent teacher interviews take place at the end of term one and term two. A parent evening is held early in the year for parents of students in Year 8. The annual Science Fair attracts large numbers of parents as do the many cultural and artistic events. 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 and 11. Parents of Year 12 students play an integral part in their graduation celebrations during the final week of schooling. An Awards Evening is held in term four to celebrate student effort and achievement. Teachers are actively supported in contacting parents about their child's progress and Heads of Year play a key role in communicating with parents about their child's progress at school

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 installation of solar panels. More economical water use devices have also been installed (e.g. replacing toilet cisterns) which has significantly reduced water use

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	464,920	25,216
2010	437,506	9,075
% change 10 - 11	6%	178%

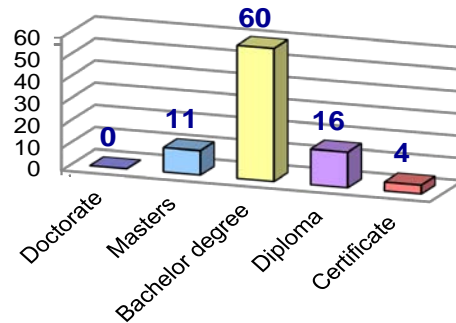
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	91	39	<5
Full-time equivalents	84	29	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Bachelor degree	60
Diploma	16
Certificate	4



- Doctorate
- Masters
- Bachelor degree
- Diploma
- Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$65,116.

The major professional development initiatives are as follows:

- Literacy and numeracy
- Queensland Studies Authority Subject and Assessment Workshops
- Data use and analysis
- eLearning
- OneSchool – Finance
- Teacher capability – Marzano Teaching & Learning strategies, Teacher observation and feedback

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source



## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

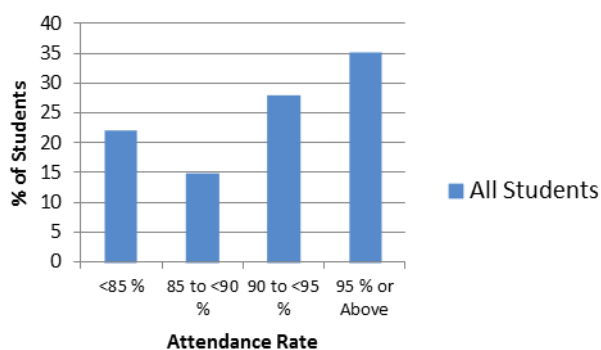
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							91%	88%	86%	92%	90%

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked by teachers every lesson, 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 or a phone absence line. If the school does not receive communication regarding reason for absence then the school will contact the parent/ carer regarding the absence or lateness within three days. If a student has a pattern of absences or lateness then the Head of Year 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.

In addition to the comprehensive reporting and monitoring systems in place and referrals to student support services, the school, with the support of the chaplaincy program, runs a breakfast program, as well as offering flexible schooling arrangements where possible to disengaging students. In 2012, the introduction of an electronic student attendance system is planned, which will add to the extensive strategies already in place to improve student attendance

## Performance of our students

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

# Performance of our students

## Achievement – Closing the Gap

The gap between Indigenous and non-Indigenous attendance rates was 4.5%

The gap between Indigenous and non-Indigenous apparent retention 10 to 12 was 7%.

Most Indigenous students performed well in the Year 9 NAPLAN test with 80% of students above National Minimum Standards in reading, 77.8% of students above National Minimum Standards in Writing; 88.9% of students above National Minimum Standards in Spelling; 77.9% of students above National Minimum Standards in Grammar and Punctuation; and 80% of students above National Minimum Standards in Numeracy.

While the Indigenous students at Maroochydore State High School outperformed other Indigenous students on a State and National level, there was, however, substantial difference between Indigenous student performance and all other students at the school, State and National level, except in spelling (all students 88.4% above National Minimum Standards)

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 78%

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	171
Number of students awarded a Queensland Certificate Individual Achievement.	3
Number of students receiving an Overall Position (OP).	88
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	33
Number of students awarded one or more Vocational Educational Training qualifications.	138
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	115
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	147
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	78%
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.	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
16	22	31	17	2

# Performance of our students

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
61	108	43

Some students at Maroochydore State High School undertook Certificates I in Engineering, furnishing or Work Education.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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.

## Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Early leavers from Maroochydore State High School generally move to TAFE 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.