Maroochydore State High School (2097)

Queensland State School Reporting

2012 School Annual Report

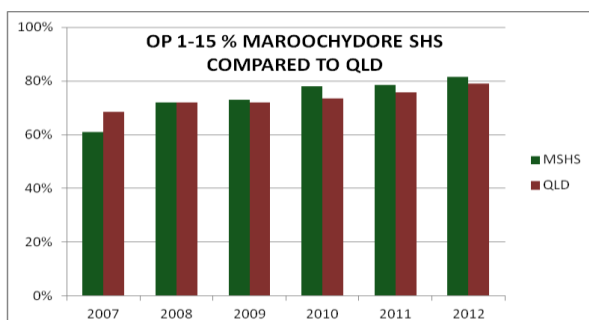| Postal address	PO Box 55 Maroochydore 4558
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Principal's foreword

Introduction

Maroochydore State High School places a very strong emphasis on providing a broad range of academic, vocational, sporting and cultural activities for students. Our programs and teaching are supported by an embedded school ethos that every student can achieve, an active Pastoral Care program and a Student Services support team, which are all pivotal in our drive to try and 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 a place where everyone has the opportunity to succeed and shine. This is reflected throughout the report and is particularly evident in the steady improvement in Year 12 outcomes; over the past six years the percentage of eligible students achieving an Overall Position of 1 – 15 has increased by 21% to 82% and the percentage of all students graduating with a vocational qualification has more than doubled to 95%.

The school improvement agenda, evident in classroom, every day - with every teacher and every student - is very strongly focussed on improving student attendance and ensuring that every student completes every piece of assessment to a minimum satisfactory standard as being fundamental in our drive to continue lifting student outcomes across the board.
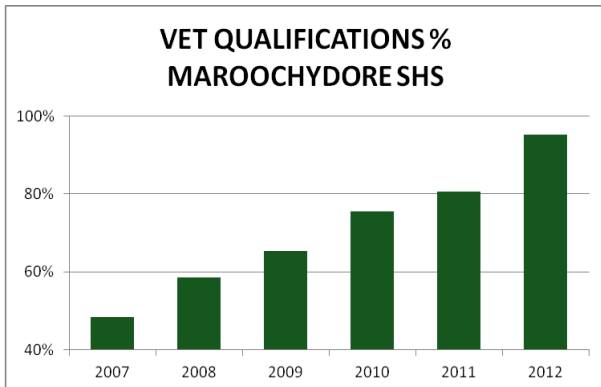
School progress towards its goals in 2012

1. Improvements in our career development and planning program, senior education and training plans, monitoring and support of senior students and our drive to improve teacher capability have all contributed to significant improvements in Year 12 outcomes.

**VET QUALIFICATIONS %
MAROOCHYDORE SHS**

A bar chart showing VET Qualifications percentage for Maroochydore SHS from 2007 to 2012, with values increasing from approximately 48% in 2007 to approximately 95% in 2012. Y-axis ranges from 40% to 100%.

2. In 2010 our teachers began to research and explore Dr. Robert Marzano's *Art and Science of Teaching* as the foundation for a common language of teaching and pedagogy across the school. In 2012 all teachers were observed by colleagues at least twice a year and they use the feedback that they receive as a focus for their professional development and Developing Performance Plans

3. The focus on improving literacy and numeracy outcomes has continued and the introduction of the Australian curriculum has been utilized as an opportunity to continue to embed literacy and numeracy strategies into the curriculum.

4. The Australian curriculum in English, mathematics and science has been introduced to Year 8, 9 and 10 and the Curriculum into the Classroom (C2C) resources have been used to support this.

5. The most success in the application of our Closing the Gap strategies has seen the gap between indigenous students' attendance and non-indigenous students' attendance close from 4.5% in 2011 to 3.9% in 2012.

Future outlook

There are nine key areas for improvement defined in the School Implementation Plan for 2013:-

1. Getting Ready For Secondary School

2. Strengthen School Industry Partnerships

3. Implement the Australian Curriculum

4. Improved literacy and numeracy outcomes (NAPLAN)

5. Improved Year 12 outcomes

6. Closing the Gap in indigenous student performance

7. Teacher Capability: Pedagogical and Developing Performance Framework

8. Improve Attendance

9. Implement 2012 Teaching and Learning Audit priorities.

We have developed and are driving an explicit and detailed local school improvement agenda. Our agenda is couched in terms of specific improvements sought in student performances; it is aligned with state-wide improvement priorities and includes clear targets with accompanying timelines, which we are rigorously actioning. To build and strengthen the culture for learning in our school – as a platform to improved student performance – focuses on every student attaining an attendance target of at least 92% and a target of every student completing every piece of assessment to a satisfactory standard.

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School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012:   **Year 8 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1175	573	602	90%
2011	1109	538	571	90%
2012	1117	549	568	88%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Maroochydore State High School draws from six 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 2.4% of students identify as Aboriginal or Torres Strait Islander and there is also an international student enrolment of around 25 students each year.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	22	23	24
Year 11 – Year 12	19	19	19

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	196	224	250
Long Suspensions - 6 to 20 days	40	58	74
Exclusions	7	15	12
Cancellations of Enrolment	6	12	8

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Curriculum offerings

Our distinctive curriculum offerings.

- Year 8 development programs in Academic Challenge, Music, Sport and Creative Arts.
- Year 9 development programs continued as specialist elective subjects, Cricket Academy, Hard Yacca Trade Skill Development Program.
- Year 10 Cricket Academy, DRIVE Academic Excellence Program, Work Education.
- Years 11 and 12 DRIVE Academic Excellence Program, Cricket Academy, 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 Tourism.
- Japanese is offered at all year levels

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
- 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 yearlong 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. Until this year, Maroochydore High had over 500 computers (all linked to the Internet) dedicated to student learning.   This number will gradually reduce as computers age and are decommissioned and the laptop program is extended. 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 saw an uptake of over 90%. Laptops were available for use at school to those students who didn't participate in the take home program. The school has full Wi-Fi coverage in and around every building. 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.

Our school has a strong anti-bullying program. Year 8 and 9 students participate in a workshop at the start of each year followed up by 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. A Year 8 and 9 bullying survey is conducted during the year. The school's anti-bullying policy is reviewed with Year 10, 11 and 12 students at the beginning of each year. All students view drama performances by theatre groups about bullying, including cyber bullying at least once each year; usually several times for Year 8 - 10. The anti bullying message is regularly reinforced at all weekly year level parades.

Parent, student and staff satisfaction with the school

A high percentage of parents consider that Maroochydore State High School delivers a good education for their student/s and that it is a good school. Students very strongly believe that they get a good education at the school. Parent and student satisfaction has improved in recent years and both parents and students recognize that there is a very strong improvement agenda evident. The majority of staff are satisfied with the morale in the school and with their access to professional development opportunities.

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Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	92.6%
this is a good school	92.6%
their child likes being at this school*	92.6%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	85.2%
their child is making good progress at this school*	85.2%
teachers at this school expect their child to do his or her best*	96.3%
teachers at this school provide their child with useful feedback about his or her school work*	81.5%
teachers at this school motivate their child to learn*	84.6%
teachers at this school treat students fairly*	92.3%
they can talk to their child's teachers about their concerns*	92.0%
this school works with them to support their child's learning*	85.2%
this school takes parents' opinions seriously*	84.6%
student behaviour is well managed at this school*	92.6%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.3%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	91.5%
they like being at their school*	90.8%
they feel safe at their school*	90.8%
their teachers motivate them to learn*	85.0%
their teachers expect them to do their best*	99.2%
their teachers provide them with useful feedback about their school work*	88.0%
teachers treat students fairly at their school*	80.3%
they can talk to their teachers about their concerns*	68.9%
their school takes students' opinions seriously*	74.6%

student behaviour is well managed at their school*	73.1%
their school looks for ways to improve*	94.1%
their school is well maintained*	84.7%
their school gives them opportunities to do interesting things*	84.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	86.3%
with the individual staff morale items	93.3%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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

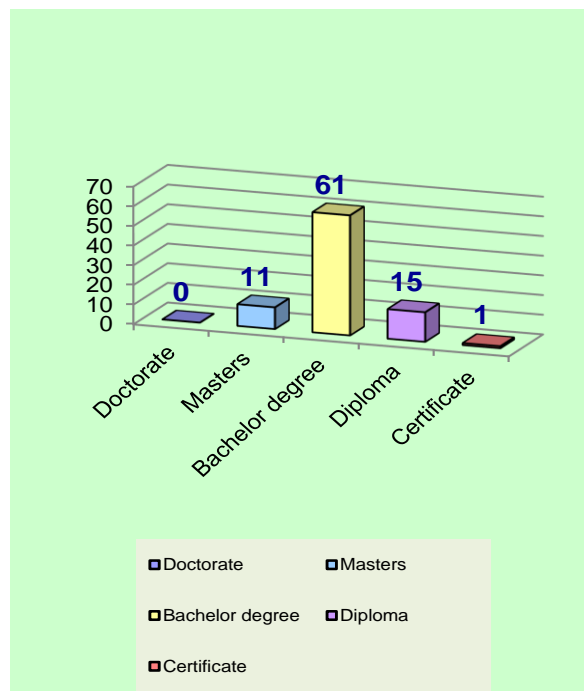|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	437,506	9,075
2010-2011	464,920	25,216
2011-2012	432,494	11,215

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	88	42	<5
Full-time equivalents	81.7	30.6	<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	61
Diploma	15
Certificate	1

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $59,461. The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	96.9%	96.5%

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Proportion of staff retained from the previous school year

From the end of the previous school year, 96.8% of staff was retained by the school for the entire 2012 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.**

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	90%

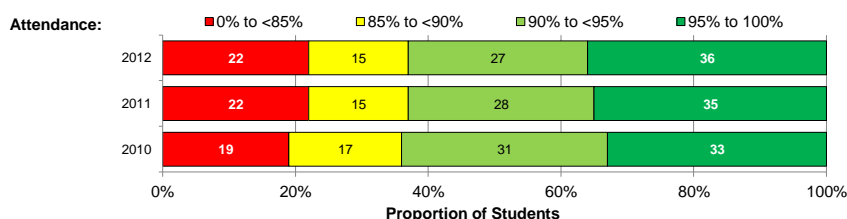The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.

Student attendance rate for each year level (shown as a percentage)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								92%	87%	87%	92%	92%
2011								91%	88%	86%	92%	90%
2012								90%	88%	89%	91%	90%

DW = Data withheld to ensure confidentiality.

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 of 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 2013, the introduction of an electronic student attendance system is planned, which will add to the extensive strategies already in place to improve student attendance.

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/.

Performance of our students

To access our NAPLAN results, 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 whose NAPLAN results 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 able to access NAPLAN data.

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

Achievement – Closing the Gap

Most success was evident in attendance where the gap between Indigenous and non-Indigenous attendance rates closed to 3.9%. The gap between Indigenous and non-Indigenous apparent retention 10 to 12 increased in 2012 to 26%. Indigenous students performed best in the Year 9 NAPLAN test in the areas of Reading and Writing.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	67%	75%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	205	171	189
Number of students awarded a Queensland Certificate Individual Achievement.	3	3	1
Number of students receiving an Overall Position (OP).	96	88	108
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	37	33	29
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	155	138	180
Number of students awarded an Australian Qualification Framework Certificate II or above.	126	115	112
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	167	147	165
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78%	78%	81%

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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.	92%	95%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	100%	91%

As at 2 May 2013. The above values exclude VISA students.

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
2010	10	35	30	16	5
2011	16	22	31	17	2
2012	17	29	42	19	1

As at 2 May 2013. The above values exclude VISA 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
2010	76	114	54
2011	61	108	43
2012	164	104	38

As at 2 May 2013. The above values exclude VISA students.

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 2012 Year 12 cohort's 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.