Maryborough State High School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Maryborough State High's vision is "Working Together Towards Success" and as a school community, we continue to aim high with parents, students and teachers working together. Our values of Respect, Responsibility and Results form the foundation for our strong policies on discipline, uniform, teaching and learning and our goal to ensure that all students are successful.

The 2015 year was a high water mark for the school community with the graduating class of 2015 achieving above state averages including 100 % of students attaining a QCE, 100% of students exiting our school with a VET qualification or an OP and 100% of our students who applied receiving an offer for further university study. In the Junior School our focus on Literacy and Numeracy is paying dividends with above average results when compared to 'like schools' in NAPLAN data.   We have also welcomed Year 7 successfully to our school and will continue to provide quality education for this new group of students in years to come.

We know that it is the quality of teaching in an engaging learning environment that makes the difference to students. At Maryborough State High we are continually improving our teaching practice to ensure that our students have quality teachers each and every lesson, each and every day.
As part of our individualised approach, we endeavour to work together with students and parents to develop flexible learning pathways for all students. This begins in Junior Secondary by developing individual learning plans (ILPs) with Junior Secondary students, parents and teachers. ILPs form the basis for the SETP (Student Education and Training plans) developed in Year 10 with teachers, parents and students. It is this personalized attention that will ensure that your student receives the very best result possible. Through 2015 the school recommitted to the REAL (Reading, Excellence in Teaching, Attendance, Learning) School Improvement Agenda. The school's resources and programs are focussed towards this agenda and it is this unrelenting focus which provides the results shown in this report.

Simon Done
Principal

School progress towards its goals in 2015

The school's REAL (Reading, Excellence in Teaching, Attendance, Learning) Improvement Agenda has shown significant improvement.

	Target set	Result
Reading	92% NMS in reading on NAPLAN 7 and 9 tests	Year 7 94.5% Year 9 88.2%
Excellence in Teaching	Continued development of schools' ASot rollout	Weekly ASoT focus with staff development a priority
Attendance	Policies in procedures in place to attain improvement towards 90%	84.9%
Learning	100% of new and beginning teachers profiled All teachers offered profiling by end Semester 2 2015	All new staff profiled. All staff offered profiling with 98% takeup rate.

Future outlook

For 2016, the school has further narrowed and sharpened its focus into key improvement areas. These include:

- The incorporation of The Balanced Reading Model in all classrooms
- Consistent language around reading practices in classrooms
- Embedding of the Art and Science of Teaching in pedagogy
- Engaging students in their ownership of their own attendance
- Work towards evidence of Higher Order Thinking Strategies in all classrooms
- Insist on consistency of ESCM (Essential Skills for Classroom Management) across faculties
- Improve student belief and leadership in the school community with a place for student voice as a valued member of the school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	680	330	350	72	87%

2014	626	307	319	69	88%
2015	724	347	377	82	86%

Student counts are based on the Census (August) enrolment collection.
*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Maryborough State High School represents the demographics of Maryborough and caters for students in Years 7 – 12.

We have a distinct Junior and Senior secondary student population and an inclusive Learning Enhancement Centre.

Maryborough State High School does not have an enrolment management plan and students are able to submit enrolment applications from all areas of Maryborough.

Class size is important and we ensure that our classes are large enough to ensure students are challenged and small enough for individualised attention.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	22	23
Year 11 – Year 12	19	17	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	252	319	293
Long Suspensions - 6 to 20 days	47	9	18
Exclusions	7	9	8
Cancellations of Enrolment	10	14	21

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Maryborough State High School have a number of Signature programs which began in 2013. These programs are programs of excellence and nurture the abilities of your child.

- The "GEM" academic programs in English, Mathematics and Science are three excellence in learning programs offered. These programs offer unique learning opportunities for likeminded students, extending beyond the mainstream curriculum in areas of interest. A strong focus is placed on higher order thinking, inquiry and the integration of information technology.

- Creative Arts – these include Visual Art, Dance and Music and Instrumental Music Extension Programs.

- Pre Trade – Students in Years 11 and 12 complete Certificates in Furnishing, Engineering and Construction. Students also study English, Mathematics and Graphics. Students are expected to participate in a work experience program.

- Hospitality – The school operates a training restaurant where students complete Certificate I and II in Hospitality. During their course, students cater for a variety of functions, attain their RSA and complete a barista course.

- Sports Academies – Hockey and Soccer

- Marine Studies and Marine Science

- Hairdressing and Make-up

Our programs are continually reviewed to ensure that we are meeting the needs of our students as well as responding to employment trends and new and emerging career pathways. This trend will continue in 2016 with areas in Automotive Studies and Coding being proposed for the 2017 school year.

Extra curricula activities

- Instrumental music program which includes music ensembles, strings, percussion, stage and concert bands, music tour competitions and performances throughout the year.
- School sporting teams -district, state and national levels
- Participation in Creative Generations –Visual Art
- Peer mentoring
- School excursions as opportunities present during the school year
- Human Powered Vehicle competitions
- Cultural Celebrations, performances and concerts
- Chess Club
- Toastmasters Public Speaking courses
- Creative Writing (University of Sunshine Coast)
- Science and Engineering Challenge – University Southern Queensland
- Academic competitions
- Participation in the Anzac Day Ceremony
- Student Leadership Program and Student Representative Council
- The Duke of Edinburgh Bridge program
- Equestrian competitions
- Chaplaincy run Breakfast club and Friday games

How Information and Communication Technologies are used to improve learning

At Maryborough State High School, we understand that to enable students to be successful global citizens in the 21st Century, information and communication technologies must be an integral part of the learning. Currently, all of our classrooms have screens, data projectors and speakers for flexibility and use of technology within the classroom.

All Junior Secondary classes have interactive projectors installed in their classrooms. Our Junior Secondary students have the opportunity to take part in the iPad program and this is used extensively as a digital tool in classrooms.

Professional development is accessed by staff to ensure that teachers are able to cater for the changing digital technologies and the needs of students and the school community.

One of our goals is to ensure that our students are able to access unlimited opportunities to learn anytime, anywhere and that we provide students and teachers the tools to make this possible.

Maryborough State High School has a student to computer ratio of 1:1. Students can access computers via the many computer laboratories across the school, and students also have access to pods of laptops in the resource centre, the Junior Secondary Precinct and the Science and English Faculties.

The school has reviewed practice in 2015 with a view to a Bring Your Own Device (BYOx) model in 2016. This aligns with the notion of 'anytime, anywhere' learning. Further, the school has nominated as a Digital Technologies Launch School and will vigourously pursue the ICT Agenda and the effective incorporation of IT into the school curriculum.

Social Climate

Students need safe, supportive and focused environments in which to learn. At Maryborough State High School, we care about our students. Our school's vision "Working Together toward Success" means teachers work with parents and students to ensure that students experience success.

Maryborough State High School provides an holistic education which caters for every area of a young person's life - social, emotional and physical. Our differentiated approach to social and emotional learning ensures that we cater to each and every student at various year levels.

Our social and emotional learning programs aimed at the adolescent and the development of their identity equips students with resilience skills necessary to optimise the social, emotional, and academic outcomes of young people.

Student Leadership

Maryborough State High School is committed to fostering and developing the leadership potential of our students.

The school operates a School Respresentative Council (SRC) with members from Years 7-12. Together, they are the student voice and work on chosen initiatives to enhance our school ethos and environment.

In Year 10, we provide access to training as PEER MENTORS and a range of leadership opportunities and excursions throughout the year.

In Year 11 students have the opportunity to participate in a leadership activities, attend a leadership camp and provide mentoring for our younger students.

Our Year 12 students mentor the beginning Junior Secondary students and provide direction and leadership across the school in a variety of forums and committees.

Pastoral Care – "Connect"
All students at Maryborough State High School are assigned a "Connect" teacher. The Connect teacher plays a crucial role in monitoring student welfare, attendance, uniform and school performance. The Connect teacher is a crucial link between home and school.
A year level coordinator oversees the welfare and support for students. In addition to this, the year level coordinator coordinates specific programs which are relevant to the year level. These may include:
Year level camps, rewards days, competitions, life skills programs, lunch time activities, leadership activities.
Sporting competitions
Maryborough State High School is known for its competitive spirit on the sporting field. Our school is involved in district sporting competitions and in school based carnivals. Our four sporting houses are named from the original eight houses, named after former students of the Boys' and Girls' Grammar school and fierce competition still exists between these houses today.

Our Houses are: Barton-Hyne, Glasgow-Horsburgh, Melville-Russell, Morton-Harrington.
There are three major school sporting competitions; the Swimming and Athletics carnivals and the Cross Country. From these events students are selected to compete at district, regional and state levels.

Network of Support
An extensive support network exists at Maryborough State High School. Students have access to a range of specialist services to assist in building success into a student's secondary schooling.
• Guidance officers
• School Based Youth Health Nurse
• School Chaplain
• Youth Support coordinator
• Learning Support staff and Special Education Support Staff
• Year level coordinators

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	92%	100%	97%
their child likes being at this school (S2001)	96%	100%	97%
their child feels safe at this school (S2002)	96%	100%	94%
their child's learning needs are being met at this school (S2003)	81%	100%	100%
their child is making good progress at this school (S2004)	73%	100%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	81%	95%	94%
teachers at this school motivate their child to learn (S2007)	77%	95%	100%
teachers at this school treat students fairly (S2008)	88%	95%	94%
they can talk to their child's teachers about their concerns (S2009)	88%	100%	94%
this school works with them to support their child's learning (S2010)	79%	100%	89%
this school takes parents' opinions seriously (S2011)	83%	100%	94%
student behaviour is well managed at this school (S2012)	79%	95%	91%
this school looks for ways to improve (S2013)	88%	95%	94%
this school is well maintained (S2014)	96%	95%	100%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	96%	91%
they like being at their school (S2036)	87%	89%	82%
they feel safe at their school (S2037)	94%	87%	82%
their teachers motivate them to learn (S2038)	87%	90%	81%
their teachers expect them to do their best (S2039)	95%	98%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	84%	86%	82%
teachers treat students fairly at their school (S2041)	76%	74%	72%
they can talk to their teachers about their concerns (S2042)	69%	87%	74%
their school takes students' opinions seriously (S2043)	74%	84%	78%
student behaviour is well managed at their school (S2044)	61%	72%	74%
their school looks for ways to improve (S2045)	91%	92%	90%
their school is well maintained (S2046)	90%	88%	83%
their school gives them opportunities to do interesting things (S2047)	91%	90%	84%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	100%	96%
they feel that their school is a safe place in which to work (S2070)	97%	94%	100%
they receive useful feedback about their work at their school (S2071)	90%	85%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	79%	75%
students are encouraged to do their best at their school (S2072)	97%	97%	98%
students are treated fairly at their school (S2073)	94%	94%	95%
student behaviour is well managed at their school (S2074)	72%	88%	84%
staff are well supported at their school (S2075)	88%	85%	89%
their school takes staff opinions seriously (S2076)	91%	82%	91%
their school looks for ways to improve (S2077)	98%	94%	100%
their school is well maintained (S2078)	91%	97%	100%
their school gives them opportunities to do interesting things (S2079)	91%	97%	96%

# '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 Maryborough State High School we work in partnership with parents and students towards successful outcomes for all students. There are many opportunities for our parents to participate in their child's education.

Effective parent and school communication is in the best interests of parents students and staff and regular communication is provided through:

- Regular reports and updates at monthly P & C meetings
- Fortnightly newsletters emailed and available on the website
- Student planner communication
- Semester highlights
- Production of the school magazine, the Palma
- Making all relevant information such as curriculum handbooks and policies available on our website and facebook

Parents are also encouraged to become involved with the various groups operating within the school. These include:

- P & C association
- Canteen Operation and Service
- Music support
- The Maryborough State High School Museum

Invitations to parents include:

- Information evenings
- Parent teacher interviews
- Collaborative development of student education and training plans (SETPs)
- Forums for school consultation and reviews
- Provide feedback via surveys
- Performances and concerts
- Induction ceremonies
- Sporting events
- Special Ceremonies and celebrations

Reducing the school's environmental footprint

Our school has made some progress towards reducing its water usage by installing some water saving devices and completing monthly checks for leakage. As a school we are determined to reduce our carbon footprint and the student environment committee has been established to lead this initiative.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	383,977	3,516
2013-2014	272,510	0
2014-2015	276,329	3,638

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	67	48	<5
Full-time equivalents	63	34	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	1
Bachelor Degree	47
Graduate Diploma etc.**	19
Masters	7
Doctorate	0
Total	**77**
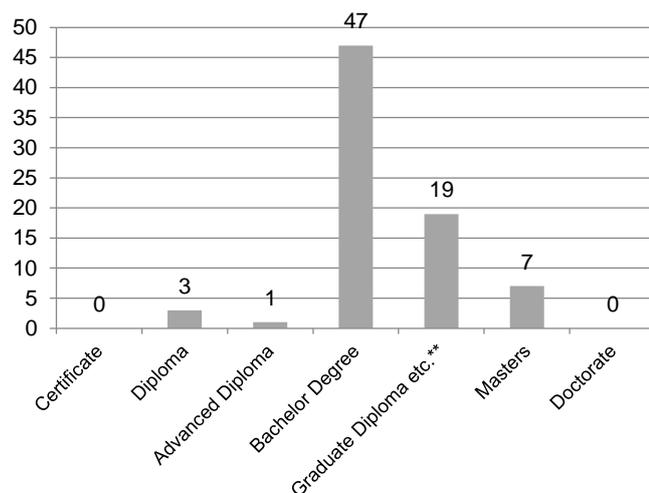
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $ 35 188.70.

The major professional development initiatives are as follows:

- Literacy and Numeracy
- Differentiation of the curriculum
- ICT and e-learning
- Certificate IV Training and Assessment
- Queensland Curriculum and Assessment Authority Training
- National Curriculum Training
- The Art and Science of Teaching

The proportion of the teaching staff involved in professional development activities during 2015 was 91 %.

Average staff attendance	2013	2014	2015
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, 86% of staff was retained by the school for the entire 2015 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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	85%	86%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	84%	83%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

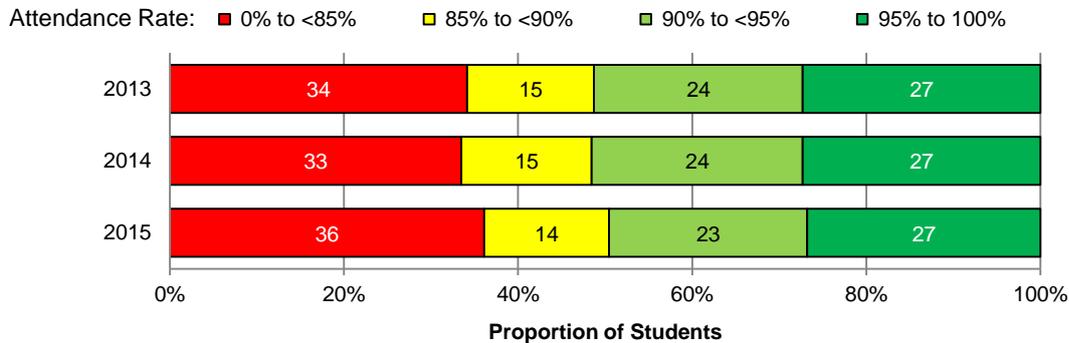The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									90%	85%	80%	83%	85%
2014									91%	86%	84%	84%	88%
2015								90%	87%	86%	81%	81%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ☐ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	34	15	24	27
2014	33	15	24	27
2015	36	14	23	27

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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.

Students who enrol at Maryborough State High agree to comply with Queensland legislative regulations and school directed policies of Maryborough State High School.

It is an expectation that students at Maryborough State High School attend every school day and every lesson. Students who are absent for any reason must provide an explanation for their absence. Following any absence from school or school activities, an explanatory, text, email, note or phone call from a parent or caregiver must be presented to the Connect teacher or Student Services on the same day of absence or next day of attendance. Attendance meetings are held fortnightly to monitor attendance.

On the day of absence, a text message is sent from the school to the parent/caregiver notifying them of the absence. Satisfactory explanations for student absence are noted by the Attendance Officer and the absence is noted as "authorised". Where an explanation is not provided, the absence remains recorded as "unauthorised". Absences are recorded on student report cards each term.

Maryborough State High supports the "Everyday Counts" initiative and our resluts tell up that students who go to school every day and attend all day do better at school.

At the completion of each term, students who are in attendance 90% will be invited to participate in "Rewards Days". All students who attend 90% of the term receive a certificate showing their percentage 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/.

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

School name   **GO**

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	78%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%	56%	56%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	106	121	99
Number of students awarded a Queensland Certificate of Individual Achievement.	6	3	0
Number of students receiving an Overall Position (OP)	51	45	40
Percentage of Indigenous students receiving an Overall Position (OP)	20%	10%	30%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	10	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	98	117	99
Number of students awarded an Australian Qualification Framework Certificate II or above.	70	73	68
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	87	113	99
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60%	100%	100%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	55%	78%	68%
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.	94%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	63%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	6	12	10	20	3
2014	5	14	16	10	0
2015	5	12	10	11	2

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2013	94	69	3
2014	113	72	4
2015	96	67	6

As at 16 February 2016. The above values exclude VISA students.

A number of Certificate I & II courses were undertaken by students in 2015. Some of these included, Certificate I& II in furnishing, Certificate I in Engineering, Certificate I & II in IDMT, Business, and Hospitality, Hair and Make-up and Creative Art.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are generally those who have attained an apprenticeship, traineeship, full time work or they may have chosen to study a particular course at TAFE. Students who wish to leave early are interviewed by the Guidance Officer or Deputy Principal (Senior School) and provided with support and career counselling.

Queensland
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