

Maryborough State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Maryborough State High School was formed in 1974 by the amalgamation of the Boys' and Girls' High Schools. They were first established as Grammar Schools in 1881. The school campus is situated on either side of Kent Street adjacent to the Maryborough CBD. With teaching spaces, library, kitchens, multi-purpose shelter, art rooms, science laboratories, computer and music rooms and manual arts complex, marine studies, student services and sporting fields, Maryborough State High School is well appointed to support student learning. The school provides a breadth of curriculum to students in Years 7 to 12. The Middle School curriculum has as its focus of literacy and numeracy across all subjects; with an integrated approach to learning and curriculum design with core subjects (English, Maths, Science, Social Science) and a range of elective subjects that complement student learning styles and interests. The Senior School has a distinctive multi-pathways approach, while offering a range of Queensland Studies Authority Subjects leading to University entrance, there also exists a very strong Nationally Recognised Training stream with direct links to industry and certificate qualifications.

The school has a strong culture of catering for the needs of every student, while ensuring an achievement for an individual's personal best. As a core value of Respect, Responsibility and Results, Maryborough State High School's staff and community work hard to ensure that every student is able to visualise and achieve in their chosen field.

Principal's Foreword

Introduction

As the Principal of Maryborough State High School, I am proud of the work of every student and staff member who work together for the mutual success of all. As part of this report, you will be able to read of the successes of our 2016 year and the projections for the 2017 school year, in relation to established and projected targets.

School Progress towards its goals in 2016

In 2016, the school pursued the continuation of the school's REAL Agenda, which brought a sharp and narrow focus on Reading, Expert Teaching, Attendance and Learning. To highlight the improvement in these key areas, data derived from the 2015 and 2016 School Data Profile will be utilised:

Reading:

The following data shows the increase in National Minimum Standard Data for 2016 (right) in comparison to previous years (note, no data for previous years for Year 7 2014 and below due to the cohort joining Secondary School in 2015):

Year 7:

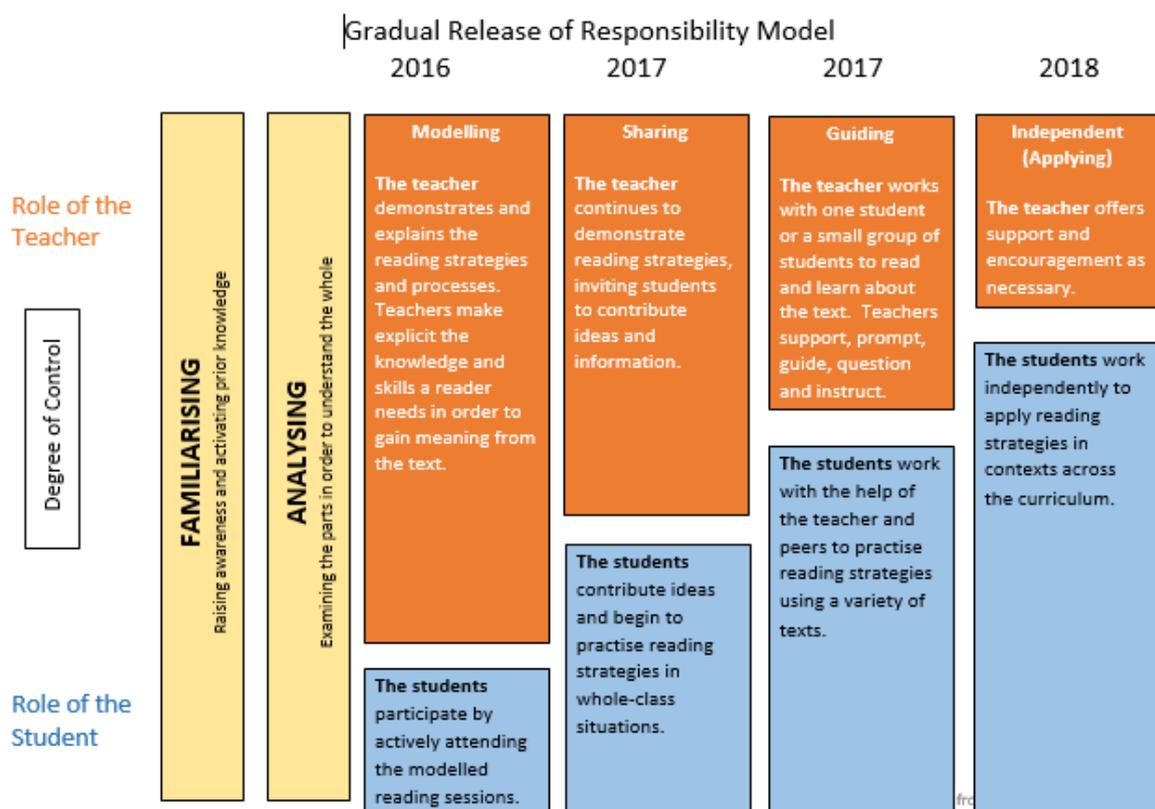


Year 9:



This data shows a consolidation of our intervention programs when students arrive in the school, and an improvement on their data when they have been at the school for a period of time. In short, the longer a student stays at Maryborough State High School, the more improvement students and families see in their results. This has been reflected in the Mean Scale Score Data, where students have maintained this figure through 2015 to 2016.

The school utilises the Balanced Reading Model, where students will use a varied methodology to engage with texts. Extensive professional development and monitoring of these reading strategies in class has seen positive results over the past 12 months and will be further integrated into 2017.



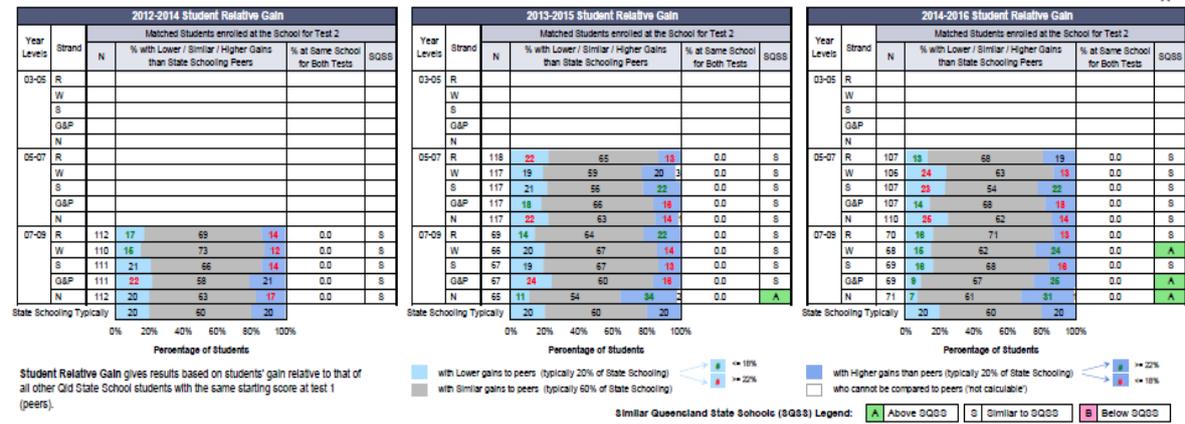
Our preparation for high stakes testing is extensive and is reflected below:

2016		2017					
Term 3	Term 4	Term 1	Term 2	Term 3	Term 4		
Year 8 Practice NAPLAN data used to inform focus areas		Year 8 Practice NAPLAN data used to inform focus areas		Year 8 Practice NAPLAN data used to inform focus areas			
Year 8 1 x 55 minute reading lesson <ul style="list-style-type: none"> NAPLAN style spelling Independent reading Focussed reading – Sheena Cameron strategies 1 x 55 minute grammar and punctuation lesson <ul style="list-style-type: none"> NAPLAN style spelling Independent reading Modelled reading Grammar and Punctuation activities 	Year 8 1 x 55 minute reading lesson <ul style="list-style-type: none"> NAPLAN style spelling Independent reading Focussed reading – Sheena Cameron strategies 1 x 55 minute grammar and punctuation lesson <ul style="list-style-type: none"> NAPLAN style spelling Independent reading Modelled reading Grammar and Punctuation activities 	Year 9 1 x 55 minute writing lesson <ul style="list-style-type: none"> NAPLAN style spelling Writing activities – Seven Steps for Writing Success 1 x 55 minute grammar and punctuation/ writing lesson <ul style="list-style-type: none"> NAPLAN style spelling Grammar and Punctuation activities Writing activity – Seven Steps for Writing Success 	Year 9 1 x 55 minute writing lesson <ul style="list-style-type: none"> NAPLAN style spelling Writing activities – Seven Steps for Writing Success 1 x 55 minute grammar and punctuation/ writing lesson <ul style="list-style-type: none"> NAPLAN style spelling Grammar and Punctuation activities Writing activity – Seven Steps for Writing Success 	Year 8 1 x 55 minute reading lesson <ul style="list-style-type: none"> NAPLAN style spelling Independent reading Focussed reading – Sheena Cameron strategies 1 x 55 minute grammar and punctuation lesson <ul style="list-style-type: none"> NAPLAN style spelling Independent reading Modelled reading Grammar and Punctuation activities 	Year 8 1 x 55 minute reading lesson <ul style="list-style-type: none"> NAPLAN style spelling Independent reading Focussed reading – Sheena Cameron strategies 1 x 55 minute grammar and punctuation lesson <ul style="list-style-type: none"> NAPLAN style spelling Independent reading Modelled reading Grammar and Punctuation activities 		
Lessons used from English and PE		Lessons used from English and Science		Normal classes resume	Lessons used from English and Maths		
		<div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 10px; display: inline-block;"> May Year 9 NAPLAN tests 2017 Year 8s complete practice NAPLAN test </div>					

Affison Massingham – Master Teacher

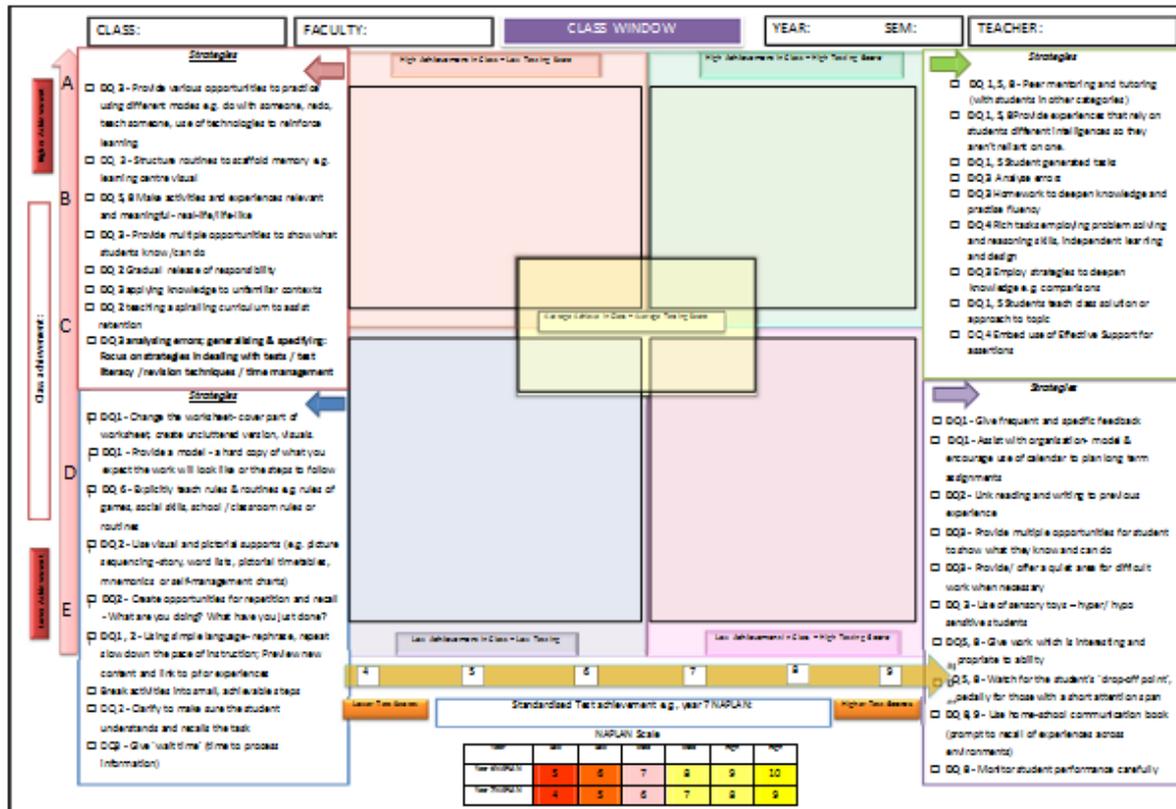
Relative Gain Data as part of NAPLAN testing over 2012-4 to 2014-16 also shows significant gains:

Student Relative Gain - All Strands



Expert Teaching:

The school has continued its development of the Art and Science of Teaching with class analysis commencing at the end of 2016 with a view to expand into 2017. As part of the process, reports and feedback report that 100% of staff have been profiled twice in the year and feedback has been given to improve teaching in the classroom. Staff have also worked on the notion of Learning Goals and Success Criteria; data gathered is used in reflective practice in the classroom. Linkages from class analysis into practical application of usage of the Art and Science of Teaching is strong:



Attendance

ance: ■ 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%
2016*	32.6	15.4	21.6	30.4
2015	36.1	14.3	22.8	26.8

School attendance has been a priority for the school in 2016; if students are not at school they cannot improve their learning. A number of proactive strategies have been employed with students and a considered approach will ensure that improvement will continue in 2017.

Future Outlook

Maryborough State High School has embarked on an ambitious agenda for 2017. In 2017, the school has relaunched its Hockey and Soccer Academies, and are anticipating awards and competitive placement in tournaments due to their highly qualified staff developing these programs.

The school has aligned itself with the University of Sunshine Coast and will be signing a significant Memorandum between the university and the school to make Maryborough State High School a gateway school for seamless university entry.

In Science and STEM, the school has been a ground breaker in the establishment of a dedicated Coding class where students complete coding in lieu of Languages. The school will also establish a STEM class, with students working on entrepreneurship and community based problem solving.

The school will continue using the REAL Agenda as the school's sharp and narrow focus alongside the key improvement focus of Student Engagement. These twin foci have been permeated into the school's budgeting and management processes in order to ensure a clear line of sight in how the school conducts business. It is anticipated that this work will culminate in a successful nomination for a place as an Independent Public School in 2017 as a leading school for innovation in Queensland Education.

As part of a review in 2016, the school also identified a key driver for change and improvement. Using the work of renowned international change agent Simon Sinek, the school worked on creating a focus on 'why' – what is the school's primary focus? This led to the following mission statement for the school:

At Maryborough State High School, staff make a difference to students' future lives.

They do this by valuing, developing and empowering our students.

This prepares better citizens for the future and ensures our students rewarding careers.

All aspects of innovation, development and performance are driven towards the testing phrase; "does this initiative or action value, develop or empower students?" The work completed during 2017 will commence working toward this key alignment and form the basis for the next Quadrennial School Plan, commencing major planning in 2019.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	626	307	319	69	88%
2015*	724	347	377	82	86%
2016	685	336	349	74	85%

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 2016, 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

Overview

Maryborough State High School's student body are derived from a socio-economically diverse background. Students are generally from a semi-rural setting. Approximately 9% of students identify as Indigenous and approximately 10% are part of the Learning Enhancement Centre (LEC).

While numbers have declined until 2015, with the appointment of a new Principal and Administration team the future years should see a period of growth for the school through to 2022.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2016	132	139	92	100	149.4	94.4	706.8
2017	150	121	139	101	98	134.4	743.4
2018	165	150	120	145	105	105	790*
2019	150	165	150	120	140	98	823*
2020	150	150	165	150	125	130	860*
2021	150	150	150	165	140	118	873*
2022	150	150	150	150	155	140	890*

*Projected numbers

The school has maintained a consistent OP Eligibility number of around 30%, commensurate with state numbers. Maryborough State High School's ICSEA data score of 935 has remained similar for a number of years; our student's results would indicate that the school and its staff 'value-add' to our students' academic and future outlook, with 100% of students receiving a Queensland Certificate of Education, 100% of OP Eligible students receiving a QTAC Offer for tertiary entrance, and 100% of students receiving a VET (Nationally Recognised Training) qualification.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	23	22
Year 11 – Year 12	17	18	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.

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 individual abilities of each child.

- The "Honours" academic programs in English, Mathematics, Social Science and Science are four 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 Industries – 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 or Construction. Students also study English and Mathematics. 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
- A dedicated Marine Science program
- Hairdressing and Beauty
- Formula Student – A real-world course designed for Engineering Pathways
- Dedicated STEM and Coding classes

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.

Co-curricular 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 of Sunshine Coast
- Academic competitions
- Participation in the Anzac Day Ceremony
- Student Leadership Program and Student Representative Council
- The Duke of Edinburgh program
- Equestrian competitions
- School Council Breakfast club

How Information and Communication Technologies are used to Assist 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 and iPads available to all KLAs, and in the school Hub.

The school reviewed practice in 2015 with a view to commence Bring Your Own Device (BYOx) operations in 2016 with a full rollout across the school, including electronic textbooks. This aligns with the notion of 'anytime, anywhere' learning.

Social Climate

Overview

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 a 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 Representative 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.

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 opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	97%	100%
their child likes being at this school* (S2001)	100%	97%	96%
their child feels safe at this school* (S2002)	100%	94%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	96%
their child is making good progress at this school* (S2004)	100%	97%	92%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	92%
teachers at this school motivate their child to learn* (S2007)	95%	100%	92%
teachers at this school treat students fairly* (S2008)	95%	94%	91%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	96%
this school works with them to support their child's learning* (S2010)	100%	89%	88%
this school takes parents' opinions seriously* (S2011)	100%	94%	95%
student behaviour is well managed at this school* (S2012)	95%	91%	83%
this school looks for ways to improve* (S2013)	95%	94%	92%
this school is well maintained* (S2014)	95%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	91%	98%
they like being at their school* (S2036)	89%	82%	96%
they feel safe at their school* (S2037)	87%	82%	95%
their teachers motivate them to learn* (S2038)	90%	81%	89%
their teachers expect them to do their best* (S2039)	98%	92%	96%
their teachers provide them with useful feedback about their school work* (S2040)	86%	82%	85%
teachers treat students fairly at their school* (S2041)	74%	72%	74%
they can talk to their teachers about their concerns* (S2042)	87%	74%	77%
their school takes students' opinions seriously* (S2043)	84%	78%	78%
student behaviour is well managed at their school* (S2044)	72%	74%	79%
their school looks for ways to improve* (S2045)	92%	90%	96%
their school is well maintained* (S2046)	88%	83%	94%
their school gives them opportunities to do interesting things* (S2047)	90%	84%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	97%
they feel that their school is a safe place in which to work (S2070)	94%	100%	98%
they receive useful feedback about their work at their school (S2071)	85%	91%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	75%	81%
students are encouraged to do their best at their school (S2072)	97%	98%	100%
students are treated fairly at their school (S2073)	94%	95%	98%
student behaviour is well managed at their school (S2074)	88%	84%	86%
staff are well supported at their school (S2075)	85%	89%	85%
their school takes staff opinions seriously (S2076)	82%	91%	86%
their school looks for ways to improve (S2077)	94%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	96%	95%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At 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
-

Respectful relationships programs

Maryborough State High School provides extensive support for programs which focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

As well as the extensive assistance for the social and emotional welfare of students listed above under 'Level of Support', the school also uses the Stymie behavior reporting system to provide students with proactive and reactive strategies for dealing with bullying in the real and cyber realm. As part of the school's SEL program, explicit instruction is also given through Years 7-12 on these strategies for effective, appropriate and healthy interactions with students and the greater community.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	319	293	420
Long Suspensions – 6 to 20 days	9	18	11
Exclusions	9	8	3
Cancellations of Enrolment	14	21	14

* 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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	272,510	0
2014-2015	276,329	3,638
2015-2016	396,934	4,138

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	67	45	<5
Full-time Equivalent	63	33	<5

Qualification of all teachers Schools will report on the qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 each year. Qualification should be reported at the highest level of attainment. The table below could be used to describe the distribution of qualifications.

Based on your records, record the numbers of teachers with the corresponding highest level of qualification and check that the total matches the total teaching staff above. (NB: The Department of Education and Training does not collect a teacher qualifications record on an annual basis).

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	19
Bachelor degree	47
Diploma	3

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$35190.46

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 The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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 results tell us 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)

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	85%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	83%	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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

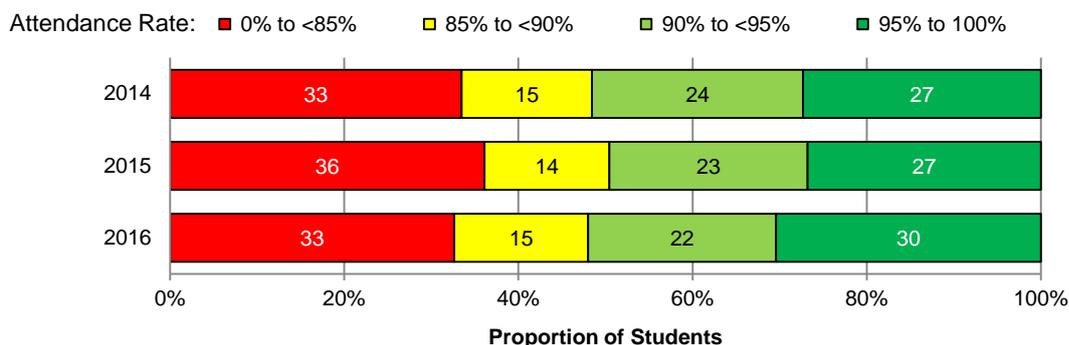
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	86%	84%	84%	88%
2015								90%	87%	86%	81%	81%	86%
2016								89%	88%	88%	83%	86%	88%

*Attendance rates effectively count 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:

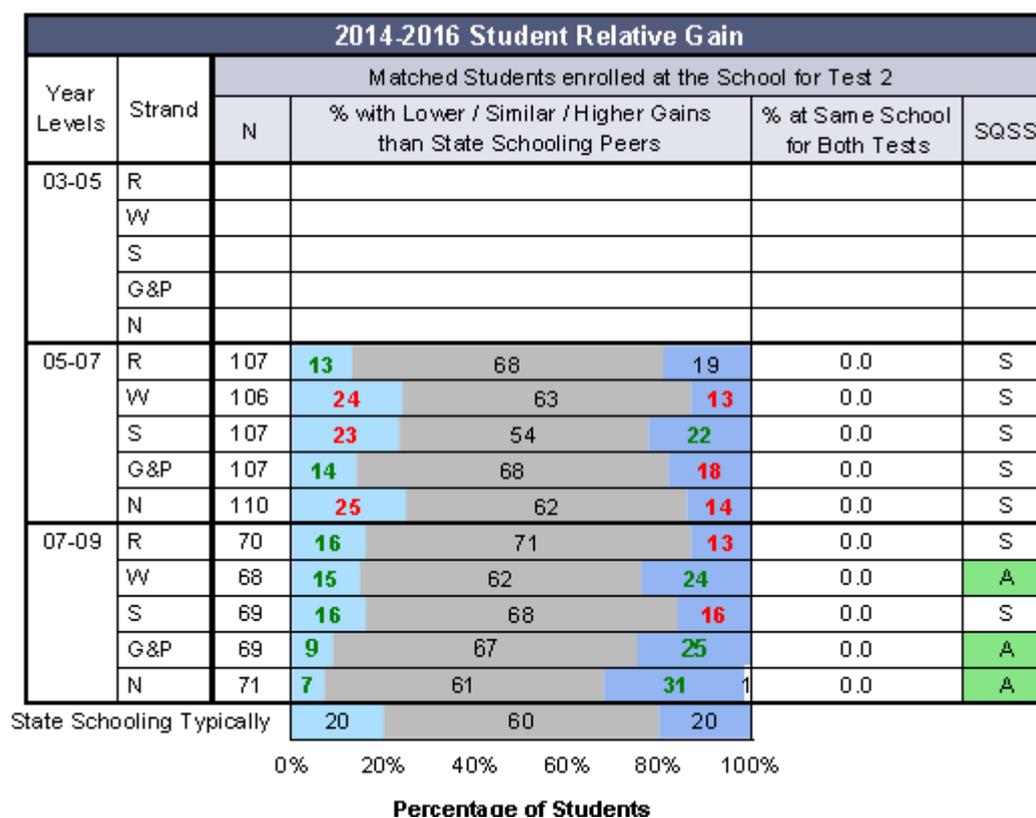


Description of how non-attendance is managed by the school

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.

NAPLAN

Our 2016 NAPLAN results were a continuation of the developmental work the school has embarked upon as part of its improvement agenda. Relative gain data shown below indicates that the work staff are completing with students ensures they are meeting or exceeding targets when compared to similar Queensland State schools (SQSS)



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

Sector:

Government

Non-government

Where it states '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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	121	99	82
Number of students awarded a Queensland Certificate of Individual Achievement.	3	0	1
Number of students receiving an Overall Position (OP)	45	40	28
Percentage of Indigenous students receiving an Overall Position (OP)	10%	30%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	10	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	117	99	82
Number of students awarded an Australian Qualification Framework Certificate II or above.	73	68	66
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	113	99	81
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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%	68%	64%
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.	100%	100%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	63%	100%	96%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	5	14	16	10	0
2015	5	12	10	11	2
2016	5	6	7	5	5

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	113	72	4
2015	96	67	6
2016	82	66	3

As at 3rd February 2017. The above values exclude VISA students.

A number of Certificate I & II courses were undertaken by students in 2016. 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.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	76%	67%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	56%	56%	73%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.maryboroshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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



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.

Conclusion

Maryborough State High School has a long history of excellence. Through the 19th Century, into the 20th and beyond the 21st, the school will balance its traditions with being at the cutting edge of educational innovation.

This school report has provided a snapshot of the continual journey of improvement of the school and will be used as the base point for a process of reflection and renewal. This will provide an insistent, consistent and persistent approach for our school in the years to come.

- Simon Done, Principal

