

Maroochydore State High School

Queensland State School Reporting

2015 School Annual Report



MAROOCHYDORE
STATE HIGH
STRIVE · SERVE · SUCCEED · SHINE

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Principal's foreword

Introduction

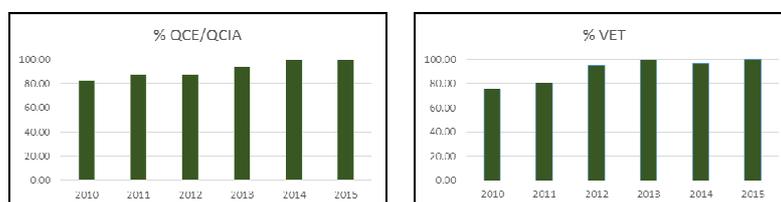
A warm welcome to the Maroochydore State High School Annual Report. This report details a sample of the achievements and results from Maroochydore SHS in 2015. We are extremely proud of our students, their achievements and the work done by our staff and families to assist our students in the learning process.

Our school places a very strong emphasis on providing a wide range of academic, vocational, cultural, civic and sporting activities for students. Our programs and teaching are supported by an embedded school ethos that every student can achieve, an active student wellbeing program and a Student Services support team, which are all pivotal in our drive to ensure students have every opportunity to create a bright and prosperous future for themselves. Students of all abilities are supported and challenged to realise their potential through an exciting range of subjects and innovative programs that provide something for everyone.

The staff and community of Maroochydore High take great pride in ensuring that our school is a place where everyone has the opportunity to succeed and shine. Our values of Learning, Respect and Safety are realised and enacted through a vision where we strive to achieve **excellence in education for all for all** through:

~ empowering high performance ~ fostering positive relationships ~ collaboratively nurturing well-being ~

This is reflected throughout the report and is particularly evident in the excellent Year 12 exit outcomes; where over the past three years, 100% of the graduating class has achieved either the QCE / QCIA, an Overall Position or Vocational Qualification of worth. In 2015, as in 2014, our core goal of "All Year 12 students will graduate with the Queensland Certificate of Education (QCE) and then either an Overall Position (OP) or Vocational Education qualification (VET) of worth" was again realised with 100% of graduating students exiting with the QCE and then one or more of the other qualifications (OP and/or VET). In 2015, the 186 eligible QCE recipients also achieved at least one Certificate II qualification or higher.



We also welcomed the first cohort of Year Seven students to the school and their successful transition to our learning community was not only reflected in their involvement in the wide range of Programs of Excellence but also in their very good NAPLAN results.

	Reading		Writing		Spelling		G&P		Numeracy	
	NMS	U2B	NMS	U2B	NMS	U2B	NMS	U2B	NMS	U2B
MSHS	98	23.7	83.8	13.2	89.9	32.8	92.9	29.8	97.5	22.9
State	94.3	22.6	81.6	13.2	89.1	29.4	87.3	25.9	95.3	19.4
Nation	95.3	28.5	87.2	15.6	93.0	30.7	92.5	28.3	96	25.6

NMS – % National Minimum Standard, U2B – % Upper 2 Bands

School progress towards its goals in 2015

Continued improvements in our teaching and learning framework, senior education and training plans, monitoring and support of students, coupled with our drive to enhance teaching capability, have all added to continued success in Year 12 exit outcomes as highlighted above. 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 2015, all teachers were observed by colleagues at least twice a year and they used the feedback that they received as a focus for their professional development and Developing Performance Plans. These conversations were linked to dedicated time in Professional Learning Communities to share best practice and improve performance. This process was recognised with a State Award in Educational Leadership at the 2014 Showcase Awards for Excellence and the Senior Pathways to Success exit results were recognised with a Showcase State Award for Senior Schooling in 2015.

The focus on improving literacy and numeracy outcomes has continued and the use of Reading and Numeracy coaches across our Junior Secondary classrooms has provided the opportunity to continue to embed literacy and numeracy strategies into the curriculum. A deliberate focus on "warmups" and diagnostic assessment has seen the development of numeracy and literacy strategies embedded as practice. This is reflected in the achievement by all Year 9 students who sat the NAPLAN tests achieving at rates similar to the Nation across the domains in the National Minimum Standards. Our Year 7 students performed very well in the new environment, as highlighted above.

At the end of 2014, the school and its community was acknowledged further as a high performing learning organisation through the successful application to become an Independent Public School. This recognition was well received by our community and we spent 2015 establishing the protocols and strategic systems to benefit from the independent status and the autonomy afforded our School Council. The Council began its work by reviewing all performance data and setting two clear priorities for the school so that our vision of excellence in education for all is attainable by all students. These core goals are:

- *All students have the fundamental literacy and numeracy skills to access, engage and excel in the learning process at Maroochydore State High School; and*
- *All Year 12 students will exit with the Queensland Certificate of Education and either an Overall Position or Vocational Qualification of worth. (Worth determined by the students' individual pathway to success.)*

These two goals sit at the core of the work we are completing in 2016 and beyond and it was through the strategic initiatives of the School Council that our 2016 priorities have been established.

Future outlook

There are three key areas for improvement defined in the School Implementation Plan for 2016: -

1. Engagement:

*individualised student accountability through explicit and scaffolded support (Preparing for My Personal Best ~ MyPB)
refinement of curriculum offerings to meet the needs of our diverse learners (Reading 2 Write, Digital Pedagogies, Adolescent Learners)*

2. Improved Teaching Capability:

continued growth in the use of effective instruction with a focus on the literacy strategy - Reading 2 Write

3. Continued Improvement in Student Outcomes:

- a. Reading and Numeracy with 100% of students at or above NMS*
- b. All Year 12 Students exit with the QCE and either an OP or Vocational Certification of worth*

We 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 and timelines. Our goal to further strengthen the culture for learning in our school to enhance student outcomes focuses on all students maintaining an attendance target of at least 92% and completing every piece of assessment to a satisfactory standard.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1109	539	570	39	91%
2014	1164	563	601	49	89%
2015	1262	601	661	58	90%

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.

Characteristics of the student body:

Our student body is characterised by students from a range of socio-economic demographics. The majority of our students are drawn from six local feeder primary schools and reside within our enrolment catchment boundary. Travel to school is supported by a well serviced bus transport system.

While there is some transience in enrolments owing to the nature of the employment opportunities and the tourist and holiday background of the Sunshine Coast, there is a strong core of students who complete their six years of schooling at Maroochydore State High School. There is not an extensive range of cultural backgrounds present in the student body and very few students have English as a Second Language. In 2015, 4.5% of students identified as Aboriginal or Torres Strait Islander.

Also, within this favourable central Sunshine Coast beach location and destination, we support an array of students from international and interstate origin. We offer an International Student Program that is comprised of approximately 35 students who study with us from three months to two years. They are from destinations such as Germany, Italy, Brazil, Chile, Korea and Japan. This international composition generates an extension of learning academically, culturally and socially for our whole learning community.

Further, we host a Special Education Unit that provides for the needs of approximately 38 Special Education students. The Unit provides specialist staff and facilities to extend learning opportunities for these children.

Average class sizes

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

*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	157	245	232
Long Suspensions - 6 to 20 days	49	8	17
Exclusions	10	10	4
Cancellations of Enrolment	5	1	4

* 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

- 📌 Year 7 and 8 excellence and development programs in Academic Challenge, Music, Sport and Creative Industries
- 📌 Year 9 excellence and development programs continued as specialist elective subjects, Cricket Academy, Hard Yacca - Trade Skill Development Program, Teens Take Control program.
- 📌 Year 10 Performance Based Extension Programs, 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, Vocational Certificates in Trade areas including Commercial Cookery, Childhood Studies, Health, Industrial Technology, Information Technology, Business and Tourism.
- 📌 Japanese is offered at all year levels

Extra curricula activities

- 📌 Student leadership programs (all year levels)
- 📌 Peer Leaders and Peer Helpers program
- 📌 LEOs Club
- 📌 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
- 📌 School Bands and Choir
- 📌 Sport teams at interschool and higher levels
- 📌 School Magazine committee
- 📌 Culture Fest, School Talent Quest and School Musical
- 📌 Mighty Minions, Busking Club and Spin Off Clubs

How Information and Communication Technologies are used to improve learning

Computers and digital technology play an integral part in student learning. In 2015, Maroochydore High continued to transition from over 300 desktop computers dedicated to student learning to the Take-Home Laptop program for Year 9 to 12 students. The number of desktops will gradually reduce as computers age and are decommissioned and the school laptop program is extended to include BYOD options. 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 and students are empowered to use smart devices through our acceptable use of technology policy.

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 learning environment 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 1:1 laptop take home program for Year 9 to 12 students under the National Secondary School Computer Fund saw an uptake of just over 80%. Laptops were available for use at school to those students who didn't participate in the take home program. Students in Years seven and eight were provided laptop trolleys for the use in their classrooms. 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.

Social Climate

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

Each sub-school has two Deans of Students who, along with a Deputy Principal and a Head of Department, oversee the welfare for the students of the year level. The Deans of Students 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 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 7 through to Year 12. In the junior secondary school, the emphasis focuses upon personal development and positive relationships gradually shifting to more of an emphasis on career education in the senior school. A strong responsible behaviour and anti-bullying theme is woven throughout the program in all year levels. Year 7, 8 and 9 students participate in 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.

All students view drama performances by theatre groups about themes such as resilience, relationships, social media and cyber bullying, at least once each year. The student well-being message is regularly reinforced at all weekly year level parades and is supported by the training of peer helpers each year in the Junior School.

The original Latin motto is translated to mean 'to strive and to serve' and this is woven into the school ethos where all students are provided the opportunity to develop a civic awareness and give back to their community. From Years 7 to 12 students have the opportunity to support community programs, engage in leadership programs and take part in community days like Shave for a Cure and Chaplaincy fundraisers. Our Year 11 leaders actively support the local Lions Club community initiatives through our school based LEOs club. Students also have the opportunity to take part in the annual Humanitarian project which raises funds for orphanages and schools in Cambodia and India. The students travel to Cambodia to live and teach at a local orphanage school. Our students embrace the opportunities to Strive and Serve, to Succeed and Shine.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	85%	97%	90%
this is a good school (S2035)	95%	95%	89%
their child likes being at this school (S2001)	75%	92%	89%
their child feels safe at this school (S2002)	90%	93%	91%
their child's learning needs are being met at this school (S2003)	80%	97%	84%
their child is making good progress at this school (S2004)	85%	95%	86%
teachers at this school expect their child to do his or her best (S2005)	95%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	75%	89%	81%
teachers at this school motivate their child to learn (S2007)	90%	92%	80%
teachers at this school treat students fairly (S2008)	90%	91%	81%
they can talk to their child's teachers about their concerns (S2009)	95%	95%	89%
this school works with them to support their child's learning (S2010)	90%	95%	83%
this school takes parents' opinions seriously (S2011)	94%	94%	85%
student behaviour is well managed at this school (S2012)	68%	93%	78%
this school looks for ways to improve (S2013)	94%	97%	89%
this school is well maintained (S2014)	100%	98%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	99%	95%
they like being at their school (S2036)	95%	96%	92%
they feel safe at their school (S2037)	92%	98%	94%
their teachers motivate them to learn (S2038)	96%	96%	89%
their teachers expect them to do their best (S2039)	99%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	93%	94%	93%
teachers treat students fairly at their school (S2041)	83%	90%	80%
they can talk to their teachers about their concerns (S2042)	82%	80%	82%
their school takes students' opinions seriously (S2043)	86%	84%	88%
student behaviour is well managed at their school (S2044)	72%	82%	74%
their school looks for ways to improve (S2045)	99%	98%	96%
their school is well maintained (S2046)	90%	92%	88%
their school gives them opportunities to do interesting things (S2047)	96%	94%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	97%	95%
they feel that their school is a safe place in which to work (S2070)	99%	100%	98%
they receive useful feedback about their work at their school (S2071)	89%	90%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	88%	91%
students are encouraged to do their best at their school (S2072)	99%	100%	96%
students are treated fairly at their school (S2073)	98%	99%	94%
student behaviour is well managed at their school (S2074)	89%	87%	79%
staff are well supported at their school (S2075)	92%	87%	83%
their school takes staff opinions seriously (S2076)	89%	89%	84%
their school looks for ways to improve (S2077)	99%	96%	96%
their school is well maintained (S2078)	99%	88%	77%
their school gives them opportunities to do interesting things (S2079)	90%	88%	90%

'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

Our parents can actively participate in the life of the school through the Parents' and Citizens' Association, School Council, canteen helpers and Learning Assistance Program volunteers. A fortnightly newsletter is emailed to parents with an email address and hard copies are made available if requested. Student progress reports are provided at the end of each term and parent teacher interviews take place at the start of Term 2 and Term 3. A parent evening is held early in the year for parents of students in Year 7. The annual cultural and artistic events attract large numbers of parents. Year 10 parents participate in interviews with key school personnel as part of the development of the Senior Education and Training Plan and also for subject selection. A Subject Selection Expo is held for parents of students entering Years 9, 10 and 11. Parents of Year 12 students play an integral part in their graduation celebrations during the final week of schooling. An awards evening, our "Celebration of Excellence" is held in Term 4 to recognise student effort and achievement. Teachers are actively supported in contacting parents about their child's progress and Deans of Students play a key role in communicating with parents about their child's progress at school. Junior secondary staff and the Principal visit primary schools to meet with new parents as part of the family transition to the

secondary school. The Principal runs school tours and a coffee club on the first Tuesday of each month to enable new families to familiarise themselves with the school and its vast offerings. The School's HOSSES and Special Education staff meet with all families to discuss and plan educational adjustments and educational plans. Where an individual curriculum plan is required, learning support staff engage with families in the development of this plan.

Reducing the school's environmental footprint

Our school has consciously endeavoured to reduce electricity usage through not leaving lights, fans and computers on when rooms are not in use and through the use of solar panels. As lights are replaced, they are being replaced with LED alternatives. An ongoing plan is in place to install more economical water use devices as part of the maintenance cycle (e.g. replacing toilet cisterns) which has significantly reduced water use. A student run environment committee supports these initiatives and focuses on recycling. They also initiated the planting of 50 new trees on National Tree Day as part of a Carbon Offset initiative.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	497,956	8,408
2013-2014	511,491	254
2014-2015	470,271	

*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.

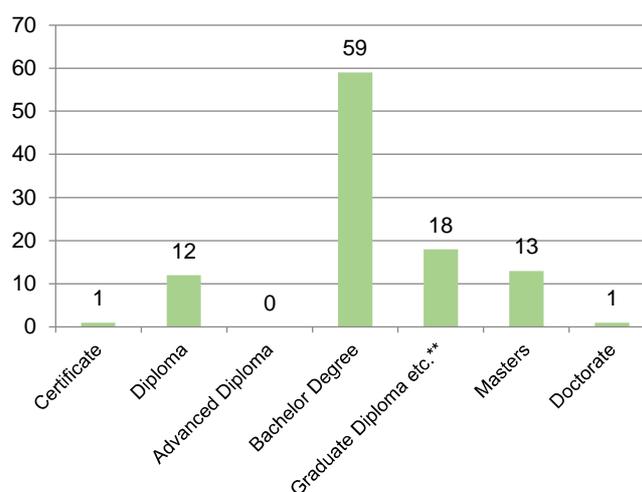
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	104	44	<5
Full-time equivalents	95	32	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	12
Advanced Diploma	0
Bachelor Degree	59
Graduate Diploma etc.**	18
Masters	13
Doctorate	1
Total	104



*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 \$78036

The professional development initiatives included:

- Teaching capability – Effective Instruction strategies, teacher observation and feedback
 - Advanced Classroom Profiler Training
 - Art and Science of Teaching
 - Classroom Profiling
 - Co-coaching PD - IPL
 - Individual Curriculum Plan Implementation
- Professional Learning And Professional Learning Communities
 - Literacy and Numeracy
 - BEAQ Membership
 - Boomerang Bus Launch Day
 - ETAQ Membership 2015
 - GTAQ Membership 2015
 - HEIA Regional Workshop
 - HEIA State Conference
 - High Schools Indigenous Network Meeting
 - Leadership - Speed of Trust
 - Maryborough Music Conference
 - Problem Solving in Numeracy
 - Program Writing Yr7-9
 - QCWT Gateway Schools to Food, Wine & Tourism Industry
 - QHTA Membership 2015
 - QHTA State Conference 2015
 - Qld Association of Special Education Leaders Conference
 - Qld Educational Science Technicians membership
 - Qld Museum Teacher Reference Team Meeting
 - QSPA Conference
 - Read to Learn
 - SBMAQ Leadership Forum
 - SBMAQ PD Day
 - Sing It! Stage It! 2015
 - Society of Petroleum Engineers - Energy4me - Train the Trainers
 - Sunshine Coast Guidance Colloquium 2015
 - Timber and Woodworking
 - University Post Grad research
- Industry work placement and vocational currency
 - Advanced Barista and Latte Art
 - BEAQ Annual Conference & Industry Visits
 - BEAQ PD day
 - Binnacle VET in Schools
 - Certificate III Business
 - Certificate IV Education Support
 - ConQUEST 2015 Annual Professional Conference
 - ConQUEST Qld EQ Science Technicians
 - CTA Regional Moderation
 - CTA State Conference
 - Fine Artz Studio Art Workshop
 - Follow My Lead
 - Geography of Concern 7-10
 - Indigenous Education Workers Forum
 - INTAD Conference 2015
 - Merlo Coffee - The Business Behind the Bean
 - QCWT Gateway Schools Network meeting
 - SAAVI Volunteering Qld Inservice
 - TAE40110 Certificate IV in Training and Assessment
 - VERG – Vocational Education Reference Group
- Queensland Curriculum and Assessment Authority Subject and Assessment Workshops
 - QCAA Comparability Meetings 2015
 - QCAA LSIA International Sciences Institute Australia
 - QCAA NAPLAN Writing Workshop
 - QCAA Panel Training, Marine Studies
 - QCAA Panel Training, Visual Arts
 - QCAA QCIA Workshop
 - QCAA Senior Music Assessment workshop
 - QCAA VET New Standards for RTOs 2015 Information Session
 - QCAA Visual Arts in Practice 2015

- Data use and analysis
 - OneSchool Training Data and Dashboard
 - OneSchool Training Reporting Administrator
 - Pasco Spark vue workshop
 - QTAC
 - Paving the Way through the Data Maze
 - Plan Ahead workshop
- eLearning
 - Analogue Digital Conference
 - Connect 2015
 - eBook - Left and Right Brain
 - EduTech K-12 Congresses and Expo
 - Embedded Systems Design Challenge
 - eSmart Schools Training
 - Flipping Learning
 - Leading in Digital School Conference
- International Programs
 - EQI Accredited Officers Training
 - EQI Student Program Forum
 - Humanitarian Cambodia Tour 2015
 - Japan Tour 2015
 - SCISA Coordinators meeting
 - Sunshine Coast Internationals Schools Alliance workshop
- Health and Wellbeing
 - A Framework for Understanding Poverty
 - Distressed or Deliberately Defiant Workshop
 - Emotional Intelligence in the Workplace
 - First Aid Advanced Resuscitation
 - First Aid Course
 - First Aid CPR Anaphylaxis and Asthma
 - First Aid Instructor Reaccreditation
 - Learning Curve Training
 - Mindsets, Developing a Growth Mindset Classroom
 - Peer Skills Facilitator Training
 - Positive Education Wellbeing Seminar
 - Unleashing Personal Potential

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	86%

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)

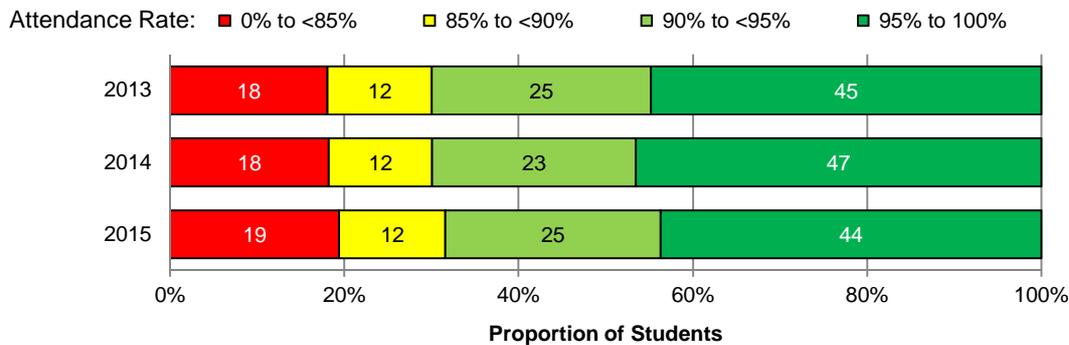
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									92%	88%	87%	93%	94%
2014									92%	90%	87%	92%	93%
2015								92%	91%	89%	88%	92%	93%

*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.



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.

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

The school works in partnership with other local high schools and the Salvation Army to offer an alternate site for some students.

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

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

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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.	72%	76%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	100%	114%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	172	161	190
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	4
Number of students receiving an Overall Position (OP)	89	79	94
Percentage of Indigenous students receiving an Overall Position (OP)	67%	50%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	22	31	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	171	156	190
Number of students awarded an Australian Qualification Framework Certificate II or above.	130	107	187

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	160	160	186
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.	85%	89%	73%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	96%	97%

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	15	27	34	12	1
2014	8	29	33	9	0
2015	16	19	34	24	1

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	149	116	56
2014	136	88	47
2015	152	171	47

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

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

Human Services:

- ✔ Certificate I in Work Education
- ✔ Certificate I in Financial Services
- ✔ Certificate II in Workplace Practices
- ✔ Certificate II in Retail Beauty
- ✔ Certificate II in Nail Technician
- ✔ Diploma in Beauty Therapy
- ✔ Certificate II in Active Volunteering
- ✔ Certificate II in Salon Assistant (SAT)
- ✔ Certificate III in Fitness (also as a SAT)
- ✔ Certificate III in Early Childhood Education and Care
- ✔ Certificate III in Sport and Recreation (SATs)
- ✔ Certificate IV Justice Studies
- ✔ Certificate III in Allied Health Assistance
- ✔ Certificate III Disability (SATs)
- ✔ Certificate III Community Pharmacy

Industrial Technologies:

- ✔ Certificate I in Furnishing
- ✔ Certificate I in Engineering
- ✔ Certificate II Automotive Underbody (SATs)

Tourism & Hospitality:

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

Business Communication & Technologies:

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

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.

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