



Maroochydore State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Maroochydore SHS is located at the heart of the Sunshine Coast and has built a proud record of supporting and challenging students to realise their potential through a wide range of programs that provide something for everyone. Our programs ensure that we cater for all students' needs and this is reflected in our school vision of 'Excellence in Education for All'. We provide a high quality schooling experience for every student, with the opportunity to be well prepared for life success through learning and education. We aim to lay the foundations that engage young people in life-long education and training to enrich their lives. Our learning environment is based on strong traditional values with a very clear focus on Learning, Respect and Safety - these permeate every aspect of school life. Curriculum features include junior secondary classes of excellence in academic challenge, music, creative industries and sport, a Cricket Academy, national best practice Biotechnology education programs, Japanese, vocational education and school based traineeships, developmental classes in Rugby League and Surfing, an international student program and a strong pastoral care and welfare focus.

Principal's Foreword

Introduction

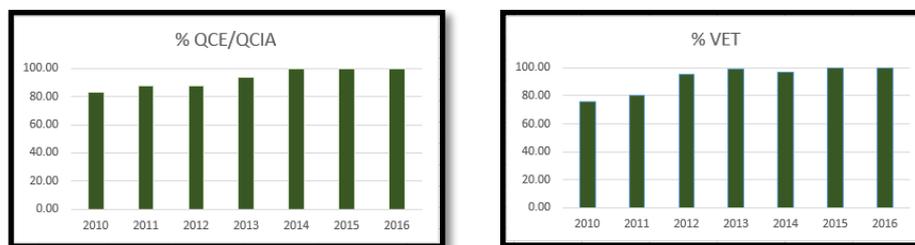
A warm welcome to the Maroochydore State High School Annual Report. This report details a sample of the achievements and results from Maroochydore SHS in 2016. We are extremely proud of our students, their achievements and the work done by our staff and families to assist our students in the learning 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* 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 2016, 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). Students in the OP eligible group achieved set targets with three OP 1 students, 21.4% of the group achieving an OP 1-5 and 85.7% achieving an OP 1-15. In 2016, the 161 eligible QCE recipients also achieved at least one Certificate II qualification or higher.



Across Junior Secondary, students were involved in a wide range of Programs of Excellence. Our Year 9 students produced strong NAPLAN results. In all areas of literacy and numeracy, Year 9 performed at a *similar level to National Cohort*.

Year 9 Cohort - Mean Scale Score

| | Reading | Writing | Spelling | G&P | Numeracy |
|------|---------|---------|----------|-----|----------|
| MSHS | ↔ | ↔ | ↔ | ↔ | ↔ |

↔ = similar to National Cohort

As well as the strong overall group performance, our Year 9 Upper Two Bands produced results *similar level to National Cohort* in Reading, Spelling, Grammar and Punctuation and Numeracy.

School progress towards its goals in 2016

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 2016, 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.

In 2016, a systematic curriculum review process was initiated as a deliberate action to analyse and investigate ways to enhance our planning for classroom learning. The process embeds the National Curriculum (ACARA) and has been timed to ensure our school’s readiness as we move toward a new senior external assessment system. Throughout 2016, the school trialled components of a review process and established a platform for further investigation in 2017 and beyond. This review aims to increase student engagement, align our 7-10 curriculum and assessment with ACARA, embed school wide literacy and numeracy strategies and develop an annual cycle of reflection.

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, 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. In 2016, the Council began its work by reviewing all performance data and reaffirmed 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 and it was through the strategic initiatives of the School Council that our priorities have been established.

Future outlook

There are three key areas for improvement defined in the School Implementation Plan for 2017.

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) and academic performance (Critical and Creative Thinking)*

3. Continued Improvement in Student Outcomes:

- ▶ *Reading and Numeracy with 100% of students at or above NMS*
- ▶ *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 2016: | Year 7 - Year 12 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 1164 | 563 | 601 | 49 | 89% |
| 2015* | 1262 | 601 | 661 | 58 | 90% |
| 2016 | 1243 | 596 | 647 | 58 | 91% |

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 2016, 4.1% 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 46 Special Education students. The Unit provides specialist staff and facilities to extend learning opportunities for these children.

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 | 24 | 23 | 23 |
| Year 11 – Year 12 | 19 | 19 | 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

- 📌 Year 7 and 8 excellence and development programs in Academic Challenge (DRIVE), 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.
- 📌 Years 11 and 12 DRIVE Academic Excellence Programs, 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, Hospitality, Childhood Studies, Allied 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
- 📌 School Musical
- 📌 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

Digital technologies play an integral part in student learning. At Maroochydore State High School, digital technologies are embraced through a variety of means to maximise student access. Students in all year levels are able to take part in our Bring Your Own Device (BYOd) program. The program is supplemented by an equity fleet of laptops that can be borrowed by students as well as four specialist computer labs, a number of mini-labs and library computer access both during and outside of class times. Senior students also have access to rent a school owned laptop as part of the National Secondary School Computer Fund.

Every classroom has access to either a data projector, an interactive whiteboard or a computer and large flat screen TV. The school has full Wi-Fi coverage in and around every building.

Digital technologies are a cross curricular priority and are integrated throughout all subjects in the curriculum. Students are empowered to use smart devices through our acceptable use of technology policy. Teaching staff have regularly participated in significant Professional Learning related to the implementation of and effective use of digital technologies.

The Digital Technologies subject is also taught as part of the curriculum in Years 7 – 10. Three senior subjects are also dedicated to the development of skills in digital technologies in the Senior School.

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, liaising 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 Guidance Officer, School Based Police Officer, School Based Youth 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

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 97% | 90% | 90% |
| this is a good school (S2035) | 95% | 89% | 88% |
| their child likes being at this school* (S2001) | 92% | 89% | 92% |
| their child feels safe at this school* (S2002) | 93% | 91% | 95% |
| their child's learning needs are being met at this school* (S2003) | 97% | 84% | 89% |
| their child is making good progress at this school* (S2004) | 95% | 86% | 90% |
| teachers at this school expect their child to do his or her best* (S2005) | 98% | 97% | 93% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 89% | 81% | 87% |
| teachers at this school motivate their child to learn* (S2007) | 92% | 80% | 85% |
| teachers at this school treat students fairly* (S2008) | 91% | 81% | 85% |
| they can talk to their child's teachers about their concerns* (S2009) | 95% | 89% | 89% |
| this school works with them to support their child's learning* (S2010) | 95% | 83% | 85% |
| this school takes parents' opinions seriously* (S2011) | 94% | 85% | 83% |
| student behaviour is well managed at this school* (S2012) | 93% | 78% | 83% |
| this school looks for ways to improve* (S2013) | 97% | 89% | 90% |
| this school is well maintained* (S2014) | 98% | 92% | 88% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 99% | 95% | 98% |
| they like being at their school* (S2036) | 96% | 92% | 93% |
| they feel safe at their school* (S2037) | 98% | 94% | 90% |
| their teachers motivate them to learn* (S2038) | 96% | 89% | 88% |
| their teachers expect them to do their best* (S2039) | 97% | 98% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 94% | 93% | 91% |
| teachers treat students fairly at their school* (S2041) | 90% | 80% | 76% |
| they can talk to their teachers about their concerns* (S2042) | 80% | 82% | 72% |
| their school takes students' opinions seriously* (S2043) | 84% | 88% | 79% |
| student behaviour is well managed at their school* (S2044) | 82% | 74% | 68% |
| their school looks for ways to improve* (S2045) | 98% | 96% | 91% |
| their school is well maintained* (S2046) | 92% | 88% | 82% |
| their school gives them opportunities to do interesting things* (S2047) | 94% | 93% | 92% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 97% | 95% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 98% | 94% |
| they receive useful feedback about their work at their school (S2071) | 90% | 86% | 94% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 88% | 91% | 89% |
| students are encouraged to do their best at their school (S2072) | 100% | 96% | 98% |
| students are treated fairly at their school (S2073) | 99% | 94% | 100% |
| student behaviour is well managed at their school (S2074) | 87% | 79% | 85% |
| staff are well supported at their school (S2075) | 87% | 83% | 91% |
| their school takes staff opinions seriously (S2076) | 89% | 84% | 94% |
| their school looks for ways to improve (S2077) | 96% | 96% | 94% |
| their school is well maintained (S2078) | 88% | 77% | 70% |
| their school gives them opportunities to do interesting things (S2079) | 88% | 90% | 92% |

* 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

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. As part of the My Personal Best (MyPB) initiative, in Term 1 every family is invited into the school to meet with their student's Care Class teacher and establish targets for the year ahead. 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.

Respectful relationships programs

Through our pastoral care and support programs students engage in a wide range of activities designed to develop an understanding of their individual character and personality, as well as respectful and appropriate behaviours in a range of situations. In Junior Secondary, the Learning Curve program addresses elements of students understanding themselves and their strengths, positive relationships with family, peers and teachers and bullying face-to-face and on-line. Students also access providers such as 'Project Rocket', Brainstorm Productions and Unleashing Your Potential to address specific elements of how to stay safe in various environments, including on-line. The HPE curriculum also addresses peer relationships and healthy behaviours in relation to drugs and alcohol.

As our students move into Year 10, they encounter more specific information around the features of respectful relationships and personal conduct, as well as their first real look at sexual health. These presentations are led by our Student Services personnel and also deliver information regarding reporting problems. Also in the Year 10 Study skills unit, we provide strategies for healthy online interactions and what to do if online bullying occurs.

As students mature and progress into Years 11 and 12, they are engaged in materials and discussions around emotional behaviour, mental health and domestic violence. The good mental health unit looks at Emotion Recognition and Regulation and engages students with material from Beyond Blue's SenseAbility course. This material looks at identifying emotions and provides strategies for regulating emotions, positive communication, problems with online communication and resolving conflict. Following on from this, students are addressed in separate male/female presentations from Centacare. Centacare specifically addresses the issue of domestic violence and give students access to contact information and flyers. Much of the contact information can also be found in student diaries.

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 | 245 | 232 | 199 |
| Long Suspensions – 6 to 20 days | 8 | 17 | 12 |
| Exclusions | 10 | 4 | 4 |
| Cancellations of Enrolment | 1 | 4 | 2 |

* 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 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 updated 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 new trees as part of a Carbon Offset initiative.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 511,491 | 254 |
| 2014-2015 | 470,271 | |
| 2015-2016 | 505,490 | |

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.

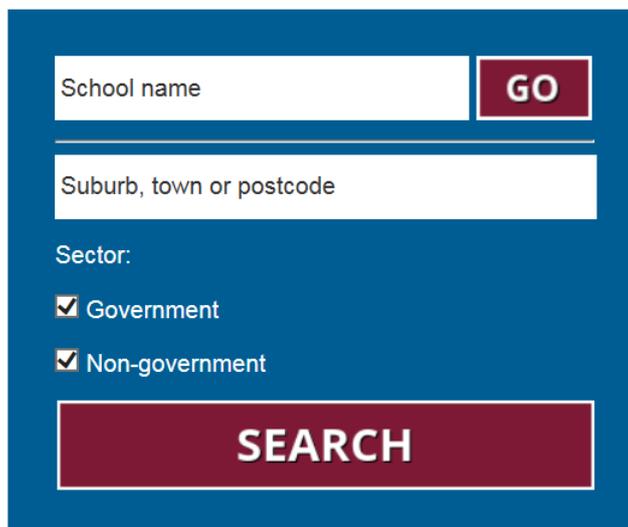
School Funding

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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked radio buttons: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled '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 | 102 | 47 | <5 |
| Full-time Equivalent | 94 | 34 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 1 |
| Masters | 13 |
| Bachelor degree | 84 |
| Diploma | 10 |
| Certificate | 1 |

*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 \$93,194.16.

The major professional development initiatives are as follows:

Off-site work has taken place in areas such as:

| | | |
|---|---|--|
| ACARA Technology | ACS Seminar | Adobe Illustrator & Photoshop |
| Adobe in Design Introduction | Adobe Photoshop Introduction | AO2/AAEP Symposium |
| Art workshop | AUS Identities Facilitator Training | BEAQ Conference and workshops |
| BYOD Bootcamp | Classroom Profiling Training | Code to Success in Mathematics |
| Crossing Culture Hidden History Facilitator Training | CTA Moderation | Cultural Awareness Training |
| Energy 4 Me workshop | First Aid - Advanced Resuscitation | First Aid - CPR Anaphylaxis & Asthma |
| Generation Innovation | Guidance Officers Network | HEIA Refashioning workshop |
| HOSES Conference Changing Culture | HOSES State Conference | Indigenous Education Workers Forum |
| Industry Currency with Matt Golinski | Industry Placement | International Student Program Forum |
| IT's all connected expo 2016 | Language Teacher Conference: Connections, building language communities | Leadership: Leading Skills in the School Environment |
| Mental Health & Wellbeing of Young People | Mentoring Beginning Teachers | Money Minded Training |
| MyHR Training session | OneSchool Make It Matter - AIMS workshop | Positive Behaviour Management seminar |
| Presentation of "energy for me" curriculum and activities | Program Writing for Cert II in Skills Foundation 2017 | QASEL Conference |

| | | |
|--|--|--|
| QCAA Annual Moderation Conference | QCAA Business Curriculum Consultation | QCAA Inference: What NAPLAN reading data tells us about students' inferential thinking |
| QCAA Panel Training | QCAA Science Curriculum Consultation Forum | QCAA Science Syllabus Consultation Forum |
| QCAA Senior Secondary Assessment | QCAA Subject teacher training | QCAA Verification meeting |
| QCAA VET Workshop 2016 Assessment and Validation Assessment | QCWT Barista Training | QCWT Gateway Schools Network meeting |
| QHTA membership | QHTA State Conference | Qld Small Business week event webinar |
| QTU Union Reps Conference | Reading 2 Learn | Restorative Practices/Relational Pedagogy |
| SBMAQ Conference | SCISA Homestay & ISC workshop | SCISA workshop |
| Skills Foundation Cert II submission/preparation | Smartskills 2017 Arrangements with Tourism/Hospitality with external RTO | Snr Sec Physics PD Program |
| State School Language Teachers conference Connections: building language communities | Sunshine Coast Big Day In | Teacher Accelerated Program Cert III in Sport and Recreation |
| The Young Brain & Trauma: Lessons From Neuroscience | Working Effectively with International Students | Writing and Administering Tiered Numeracy Question |

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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). | 91% | 91% | 91% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 85% | 86% | 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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

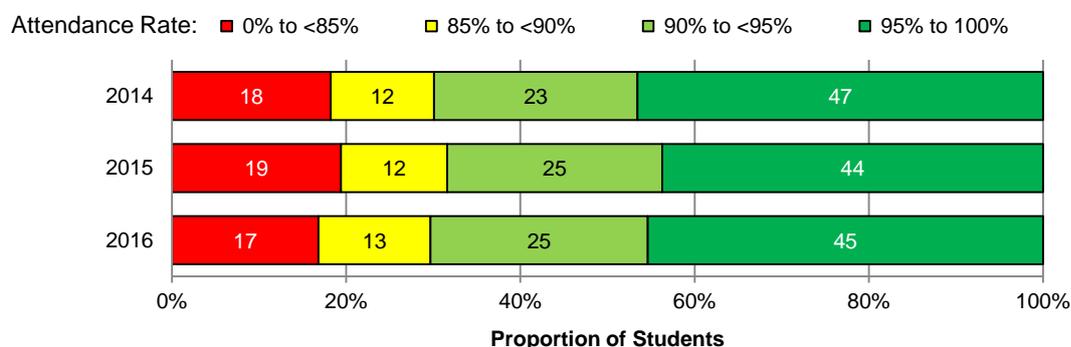
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | | | | | | | | | 92% | 90% | 87% | 92% | 93% |
| 2015 | | | | | | | | 92% | 91% | 89% | 88% | 92% | 93% |
| 2016 | | | | | | | | 93% | 91% | 87% | 89% | 92% | 92% |

*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.

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.

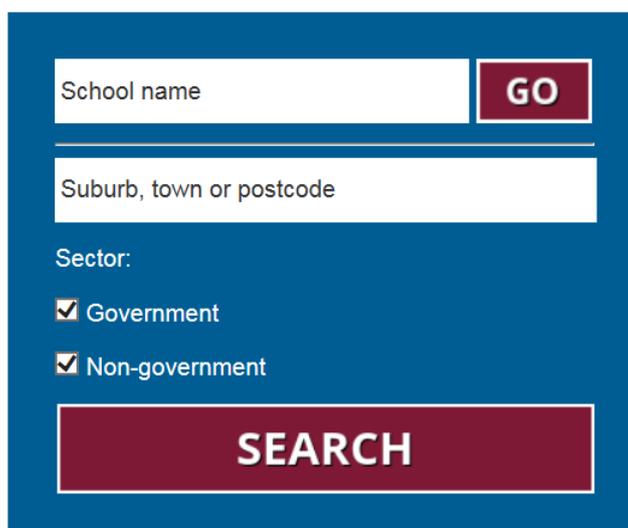
The school works in partnership with other local high schools and the Salvation Army to offer an alternate site for some students.

NAPLAN

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



The image shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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 | 161 | 190 | 161 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 1 | 4 | 0 |
| Number of students receiving an Overall Position (OP) | 79 | 94 | 70 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 50% | 0% | 80% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 31 | 17 | 20 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 156 | 190 | 161 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 107 | 188 | 161 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 160 | 186 | 161 |
| 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. | 89% | 73% | 86% |
| 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. | 96% | 97% | 98% |

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 | 8 | 29 | 33 | 9 | 0 |
| 2015 | 16 | 19 | 34 | 24 | 1 |
| 2016 | 15 | 12 | 33 | 10 | 0 |

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 | 136 | 88 | 47 |
| 2015 | 152 | 172 | 61 |
| 2016 | 78 | 159 | 73 |

As at 3rd February 2017. 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 Financial Services
-  Certificate II in Workplace Practices

- 📄 Certificate II in Active Volunteering
- 📄 Certificate III in Fitness
- 📄 Certificate III in Early Childhood Education and Care
- 📄 Certificate IV Justice Studies
- 📄 Certificate III in Allied Health Assistance

Industrial Technologies:

- 📄 Certificate II in Furniture Making
- 📄 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)

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. | 76% | 80% | 64% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 100% | 114% | 38% |

* 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.maroochyshs.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. 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.