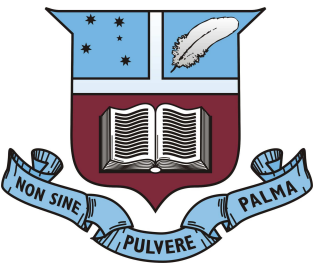


QUEENSLAND STATE SCHOOL REPORTING - 2009

Maryborough State High School (2020)

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Principal's foreword

Introduction

This report is designed to provide parents and community members with a broad range of information on the performance of Maryborough State High School during 2009. The data and explanations provide a snap-shot of a school seeking the best possible outcomes for its students. The 2009 data does establish a very successful year and has provided the foundation for a stronger 2010.

School progress towards its goals in 2009

Throughout 2009 Maryborough High established a more direct approach to curriculum when responding to the changes and expectations under the new Queensland Certificate of Education QCE for future senior students.

In 2009, Year 10 students established their SETP – Senior Education and Training Plan and identified career pathways for Senior and post-school options. This futures approach provided the basis for a revived curriculum structure to support student expectations, with a sharp focus on:

Articulation to university supported by school Authority subjects Vocational careers with VET subjects targeting Certificate II outcomes.

This approach maximises the potential opportunities for multipathways outcomes for all students.

These changes in conjunction with the renewed Middle School curriculum established a whole-of-school approach to student learning for the future.

2010 also offers a renewed approach to Vocational Education with the impending construction of the \$4,488,000 Trade Training Centre that will cater for Engineering, Furnishing and Boat Building Certificate courses. Such a facility will provide industry quality resources and reinforce current partnerships with local industries.

Future outlook

The targeted areas for 2010 are aligned to developing potential and capacity in our schools

Pedagogy – Teaching and Learning

- Extend the Smart Classroom program and further develop integrated ICT into classrooms.
- Undertake a structured approach to support the developing adolescent - 'The Rite Journey'
- Redefine Learning Disability – modified programs and assisted learning
- Support and further enhance professional development through Profiling and Essential Skills.
- Initiate ICT strategies within Pedagogy self-assessment.
- Incorporate and refine School Wide Positive Behaviour strategies.

Literacy and Numeracy

- Clarify and extend Literacy & Numeracy strategies across the curriculum.
- Undertake short-term and long-term strategies to address NAPLAN.
- Refine and extend Year 8 & 9 Literacy and Numeracy Intervention Program
- Build capacity and understanding through Cluster activities (FSIM) and Literacy initiatives.

“Closing the Gap” – Indigenous Education

- Fully implement One School's potential to better inform practice and relationships.
- Define individual learning plans for all indigenous students.
- Review and analyse student outcome against current practice/pedagogy and preparation.
- Undertake forward strategies to incorporate increased parental/community input in school planning.
- Build sustainable strategies for improving School / Parent / Community Relations.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: 8 – 9 – 10 – 11 - 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
701	346	355	81%

Characteristics of the student body:

The student population has been approximately 50% boys/girls for some time with a level of stability throughout the year. What is noticeable is the steady transient population of around 20%, similar to many rural centres across Queensland.

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	22	100%	94%	6%	0%
Year 11 – Year 12	14	100%	98%	2%	0%
All Classes	18	100%	96%	4%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	193
Long Suspensions - 6 to 20 days	27
Exclusions	<5
Cancellations of Enrolment	<5

Our school at a glance

Curriculum offerings

Maryborough State High School provides a comprehensive range of curriculum offerings.

Years 8 – 9: Middle School:

While providing an established curriculum based on the Essential Learnings from the Queensland Studies Authority, Maryborough High presented an Integrated Curriculum approach to enhance understanding and participation for students. Our Year 8 curriculum contains two integrated tasks, involving cross-curriculum learning and culminating activities to put 'learning' into practice.

Task 1: Survivor Sandy Creek – a 3 day camp incorporating multiple subject inputs prior, during and after the camp to address curriculum outcomes - learning outside the classroom.

Task 2: The Toy – a mechanical device required to self propel over a fixed distance using simple energy methods. This multi-subject initiative provides scope and opportunity for students to work in teams to achieve their outcomes.

Senior School:

Our distinctive curriculum offerings in Years 11 and 12 provide students with scope and opportunity to undertake studies that provide defined career pathways and 'real-life' learning. Our Senior School philosophy is to provide students with the capacity to engage in subjects that will establish a pathway to University and higher learning or towards a vocational career with subjects that are industry based and approved.

All Senior subjects are designed to support and provide students with the ability to achieve the Queensland Certificate of Education at the end of Year 12.

Extra curricula activities

Maryborough State High has a fine tradition in academic achievement and student success in all areas. This is complemented by an extensive range of extra curricula activities where students can engage in activities outside the classroom:

examples:

Instrumental Music with associated Music Camps

MADD Concerts and a culminating Gala Performance.

Eisteddfod

School Choir

State and National Competitions including:

Australian Schools English, Writing, Mathematics, Geography and Science Competitions

Public Speaking/Debating

Annual Ministers Awards for Art Excellence

Maryborough Art and Fraser Coast Show Society Competitions

Arts Week Festival

'Rite Journey' – personal development program

Our school at a glance

Maryborough Technology Challenge:

A whole of city and state event centred around student innovation and design through a Human Powered Vehicle, CO2 Car, Solar Car and Boats competition.

Sport:

A comprehensive range of sports available with student access to representative level.

How Information and Communication Technologies are used to assist learning

Information Technology forms an integral component in all learning, in all year levels. Computer subjects exist as a discipline, but its through the integration of computers into available subjects to support and enhance the learning experiences for the student that they create the most benefit.

Student use of computers in learning spans the range of subjects offered by Maryborough High – from using the internet for assignment data, creating powerpoint displays for oral presentations, computer aided design in Graphics, computer game design in ICT to digital photography in Art.

Computers are now regarded as a 'tool' to assist in the understanding and development of 'learning'.

Our school at a glance

Social climate

The nature of a school is defined by its 'School Climate' – in 2009 Maryborough State High implemented a Values approach to define the fundamental values that will drive our Responsible Behaviour Plan for Students, this approach accompanied by the School Wide Positive Behaviour Strategy, targets positive behaviours and provides support structures for all students. Throughout the year a number of activities highlighted student participation towards positive goals. These included teacher recognition of student commitment and application which is regularly acknowledged at year-level assemblies.

Our school is defined by one clear message – 'student engagement in learning,' meaning Maryborough State High has a direct focus on "learning" and a student's capacity to engage in learning. This is underpinned by a whole-school strategy on student literacy and providing necessary support structures to assist students.

Our comprehensive Student Support Services provides direct assistance to all students in all areas throughout the year and include the following services and personnel to assist students and parents in their "Learning Journey"

An allocated middle manager – Head of Department Student Services

- School Guidance Officer

- Year Coordinators

- Structured Work Education program

- Learning Support staff

- Special Education staff

- School Chaplain

- School-based Nurse

- Youth Support Coordinator

- Student Peer Mentor Program

Our school at a glance

Parent, student and teacher satisfaction with the school

Maryborough State High is best described as a quiet rural high school, positioned in the centre of the Maryborough CBD. Parents have been very supportive of the school over many years, with a long tradition across generations of families who attend this school and support the school's activities. Our students are quiet and respectful of the school's values and represent a broad range of the community at large.

Maryborough State High has a very stable base of teaching staff, with little movement each year, within their role the teaching staff are constantly looking for better educational and facility opportunities in the future.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	62%
Percentage of students satisfied that they are getting a good education at school	65%
Percentage of parents/caregivers satisfied with their child's school	77%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	55%

Our school at a glance

Involving parents in their child's education.

Involving parents in education is considered paramount in the overall education of the student, as such communication and direct parent involvement represent key elements within student success and engagement – while also providing parents with current and relevant information:

Maryborough State High adopts a number of formal and informal processes to support and engage parents within the education of their child:

- 4-point reporting process to parents:

- 2 x Interim Reports and 2x Semester - Reports (posted home)

- Formal Parent-Teacher Interview nights twice a year

- An open-door policy for parent involvement – appointment, interviews feedback.

- Teachers and parents are encouraged to maintain constant contact/ communication to assist in the learning and achievement process for students

- Fortnightly school newsletters

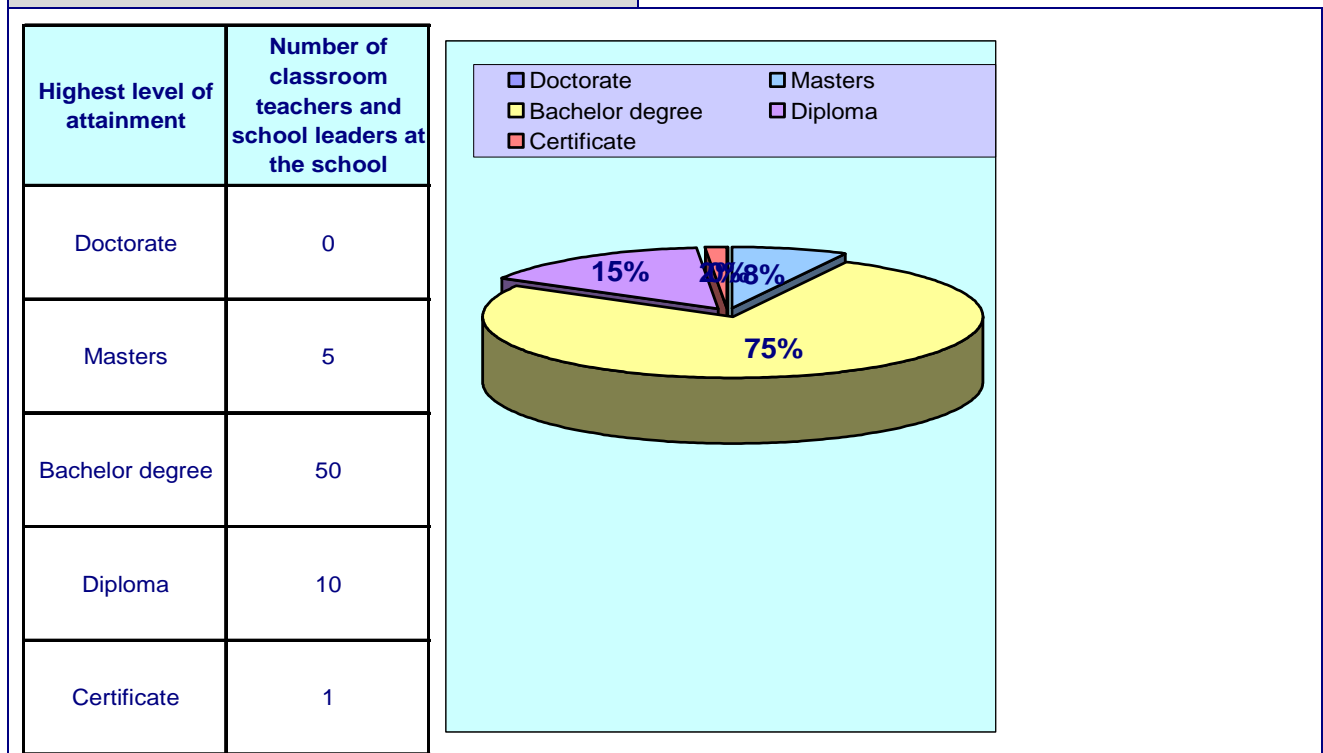
- All processes are complemented by a strong Parents and Citizens Association.

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	76	37	2
Full-time equivalents	71	27	1

Qualifications of all teachers.



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$26558

The major professional development areas are as follows:

- Vocational Education qualifications and curriculum development.
- ICT Training and integrated approaches to curriculum.
- 'Rite Journey' – Year 9 Program to support Social, Emotional and Wellbeing of students.

The major professional development initiatives are as follows:

Pedagogical Practice – review and development.

Literacy and Numeracy – 24 teachers engaged in the 5 days of Literacy Training.

On-going Vocational Education training

The involvement of the teaching staff in professional development activities during 2009 was 100 %.

All staff were involved in the 5 Student Free Days in Professional Development in ICT for learning, Pedagogical Reflection and Developing Performance Framework training.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2008 school year, 92% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 87%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
							88%	86%	87%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is monitored under processes within our Responsible Behaviour Plan for Students. Maryborough High has implemented a computer program, ID Attend to record all student activities within the school day, including Form Roll marking at the start of the day and individual lesson records taken by each teacher.

This computer program provides a SMS or text message to parents when a student is marked absent from school for a day or part of a day. Parents are also provided with a letter of Unexplained Absences every two weeks for any student where no notification or reason is given for the absence. There is also an individual Year Coordinator structure for student support and follow up where truancy is identified. This direct and personal approach provides parents with immediate contact where long term absence from school will impact or the student's capacity to achieve.

Achievement – Years 3, 5, 7, and 9

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
Reading	Average score for the school in 2009				553	
	Average score for Australia in 2009	410.8	493.9	541.1	580.5	
	For the school the percentage of students at or above the national minimum standard.	2008				92%
		2009				88%

Performance of our students

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
	For the school the percentage of students in the upper two bands	2008			10%	
		2009			9%	
Writing	Average score for the school in 2009				518	
	Average score for Australia in 2009		414.5	484.7	532.4	568.9
	For the school the percentage of students at or above the national minimum standard.	2008			68%	
		2009			76%	
	For the school the percentage of students in the upper two bands	2008			4%	
		2009			4%	
Spelling	Average score for the school in 2009				549	
	Average score for Australia in 2009		404.8	487.2	540.0	576.3
	For the school the percentage of students at or above the national minimum standard.	2008			80%	
		2009			88%	
	For the school the percentage of students in the upper two bands	2008			18%	
		2009			10%	
Grammar and Punctuation	Average score for the school in 2009				544	
	Average score for Australia in 2009		419.7	499.7	539.5	573.5
	For the school the percentage of students at or above the national minimum standard.	2008			82%	
		2009			83%	
	For the school the percentage of students in the upper two bands	2008			9%	
		2009			9%	
Numeracy	Average score for the school in 2009				561	
	Average score for Australia in 2009		393.9	486.8	543.6	589.1
	For the school the percentage of students at or above the national minimum standard.	2008			90%	
		2009			96%	
	For the school the percentage of students in the upper two bands	2008			9%	
		2009			7%	

Attainment and Achievement – Year 12

Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

68%

Performance of our students

Outcomes for our Year 12 cohort of 2009

Number of students receiving a Senior Statement	105
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	51
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	7
Number of students awarded one or more Vocational Educational Training qualifications.	101
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	78
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	89
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	59%
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.	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	81%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
4	14	12	13	8

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
99	78	0

Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.