



Morayfield State High School



ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Morayfield State High School is a dynamic and ambitious co-educational school where we seek to gain the best outcomes for each and every student in Years 7-12. To this end, we offer a wide range of curriculum, co-curricular and extra-curricular programs and activities designed to enhance the future prospects of our students while also fostering their personal and social development. Central to this is our CONNECT Program which engages students in developing the skills, knowledge, attributes and efficacy to link positively with self, school and community.

Our vision statement "Achieving excellence through innovation and integrity; leadership and community" is underpinned by our core values:

- Learning
- Respect for Ourselves and Others
- Working Together
- Honesty and Fairness
- A Pleasant and Safe Environment

Our school values affirm appropriate and consistent behaviour in an environment focused on improving performance, where all members of the school community follow the behaviour code:

- Be respectful
- Be responsible
- Be cooperative.

Morayfield State High School is a learning community that values and celebrates the success of its students and the dedication and commitment of its excellent staff. Staff and students are expected to commit to and work within a culture that promotes individual and collective learning, uses data to inform practice and has an explicit improvement agenda.

Morayfield State High School aims to build productive partnerships with industry, community and educational partners as part of our commitment to being a school of, for and with the local community and to ensure our students are the graduates of first choice for study and employment opportunities after school. We are focused on ensuring that we do whatever we can to make sure that each and every one of our Morayfield State High School graduates leaves with the qualifications and skills to be successful in their chosen pathway and in their lives beyond school. This includes:

- attainment of a QCE
- attainment of a VET qualification
- attainment of an OP or RANK aligned to tertiary course entry requirements (where relevant)
- literacy, numeracy, thinking and technology competencies and
- a strong sense of social and emotional wellbeing and resilience.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Welcome to the School Annual Report for Morayfield State High School. The purpose of this report is to provide parents, staff, students and the community with a comprehensive but concise picture of our school and the progress we have made towards achieving our goals for the past year. Our school vision statement "Achieving excellence through innovation and integrity; leadership and community" communicates our commitment to providing a high quality education that is relevant to the needs of all students and is focused on building a culture of success. Our goal is to ensure each of our graduates leaves with the skills and qualifications to be successful in the next step of their life journey.

School Progress towards its goals in 2017

2017 was a very busy year for the staff and students at Morayfield State High School and included many highlights for our school community. Key to our success is the improved outcomes achieved by our students.

YEAR 12 EXIT OUTCOMES

For the first time ever our school achieved 100% attainment of a QCE; this means that all Year 12 students graduated with a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement. This achievement put us ahead of state school expectations and ensured our school was acknowledged across the region. Significant enhancements to the monitoring, tracking and review of student performance data combined with an increase in the vocational opportunities for our students as well the enormous efforts of our committed state were central to the achievement of this goal.

We also saw a significant improvement in our OP (Overall Position) data with two students attaining an OP1, three students attaining an OP2, one student attaining an OP 3, one student attaining an OP 4 and one student attaining an OP 5.

Here is a snapshot of the Year 12 cohort results:

- 100% of Year 12 students achieved a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.
- 100% of Year 12 students achieved a Queensland Certificate of Education, a Queensland Certificate of Individual Achievement or a Vocational Education and Training qualification.
- 14.2% of OP eligible students achieved an OP 1-5.
- 246 Certificate IIs were awarded in 2017, 99 more than in 2016.
- 99% students who applied achieved an offer to continue their study at tertiary level after school.

NAPLAN

While we continue to be working at a level below the nation, our 2017 results are in line with Like Schools and show some positive improvement. Our school showed improvement in:

Mean Scale Scores:

- Year 9 Writing – Mean Scale Score 494; an increase of 13pts from the 2016 cohort.
- Year 9 Spelling - Mean Scale Score 555; an increase of 13pts from the 2016 cohort.
- Year 9 Numeracy - Mean Scale Score 567; an increase of 10pts from the 2016 cohort.

National Minimum Standard:

- Year 9 Numeracy – 4.5% increase in students achieving the National Minimum Standard; up to 98.5%.
- Year 7 Numeracy – 3.2% increase in students achieving the National Minimum Standard; up to 96%.

Upper Two Bands/Top 20%:

- Year 9 Reading – 2.9% increase in students achieving in the top 20% from the 2016 cohort.
- Year 9 Spelling – 4.8% increase in students achieving in the top 20% from the 2016 cohort.
- Year 9 Grammar and Punctuation - 2.9% increase in students achieving in the top 20% from the 2016 cohort.
- Year 9 Numeracy – 5% increase in students achieving in the top 20% from the 2016 cohort.
- Year 9 Numeracy - .3% increase in students achieving in the top 20% from the 2016 cohort.

Bottom Two Bands:

- Year 9 Writing – 2.4% decrease in students achieving in the bottom 2 bands from the 2016 cohort.
- Year 9 Spelling – 5.2% decrease in students achieving in the bottom 2 bands from the 2016 cohort.
- Year 9 Writing – 2.4% decrease in students achieving in the bottom 2 bands from the 2016 cohort.
- Year 7 Reading - 0.3% decrease in students achieving in the bottom 2 bands from the 2016 cohort Year 7

STUDENT BEHAVIOUR

Through the hard work of staff, support of parents and a renewed commitment to addressing and managing student behaviour, the school also saw a significant decrease in student disciplinary absences and cancellations of enrolment. We had no cancellations of enrolment in 2017, and our suspension and exclusion data is better than state targets.

Future Outlook

Over the next two years our explicit improvement agenda will align to five key priorities.

Our 2018-19 Key Priorities				
Student Engagement and Wellbeing The school has clearly articulated strategies for improving student wellbeing linked to behaviour, inclusion, engagement and a positive learning culture.	Staff Capability and Wellbeing The school places a high priority on the continuous professional improvement and wellbeing of staff.	SATE The school has an explicit plan for delivery of the new senior secondary curriculum, assessment and reporting processes.	General Capabilities The school curriculum includes a strong focus on development of the reading, writing, numeracy and information and communication skills.	Effective Pedagogical Practices An evidence-based pedagogical framework is embedded in practice ensuring quality teaching and learning.

These priorities are linked to key performance targets are supported by whole of school and faculty implementation plans and budgets. We are continuing to set high expectations for our students as reflected in the following targets for 2018.

Our 2018 Targets			
Student Attendance & Engagement <ul style="list-style-type: none"> 90% student attendance across all year levels. Decrease in student disciplinary absences. 	Achievement Data <ul style="list-style-type: none"> 85% of students achieve C or better in semester reports for all subjects. 100% Year 7 & 9 students achieve NMS in NAPLAN testing. Increase in MSS and U2Bs across all areas of NAPLAN testing 100% Year 12 students exit with a QCE. 75% eligible students achieve an OP 1-15. 100% eligible students achieve an offer to study after school. 	School Opinion Survey <ul style="list-style-type: none"> 90% of students are satisfied that they are getting a good education at school. >90% of parents/caregivers are satisfied that their child is getting a good education at school. >90% school staff agree that they have access to quality professional development. >85% school staff agree that staff morale is positive at the school. 	Post School Data <ul style="list-style-type: none"> 90% of school leavers engaged in employment, education and training or actively looking for work. 30% of school leavers are engaged in study at a Bachelor Degree level. 15% of school leavers are engaged in Cert III or higher VET programs.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1457	664	793	128	90%
2016	1458	698	760	133	90%
2017	1425	693	732	141	89%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Morayfield State High School is a large, complex secondary school with an ICSEA of 940 and a population where there is a significant percentage of students who are developmentally vulnerable in one or more of the following areas; physical health and wellbeing, social competence, emotional maturity, language and cognitive skills and communication skills and general knowledge. Of note is that the school's ICSEA has dropped 9 points in one year. The school population includes students with a strong cultural identity as Aboriginal and/or Torres Strait Islander. 9% of the population now identify as indigenous. 7% of the student population are identified as having a disability; the most common areas of disability are ASD and ID. In 2017 24% of Year 12 students undertook study in the OP pathway in preparation for direct entry to tertiary study. There was a continued focus on students using alternate tertiary entrance pathways.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	25
Year 11 – Year 12	19	18	20

Curriculum Delivery

Our Approach to Curriculum Delivery

Students choosing to attend Morayfield State High School in 2017 were given the opportunity to:

- Engage with a diverse range of quality educational, co-educational and extra-curricular opportunities and programs aligned to both academic and vocational pathways.
- Be part of a school culture that values high achievement, ongoing improvement and student ownership of learning within a safe and supportive environment.
- Work with experienced staff who are committed to supporting the educational and wellbeing needs of students to ensure they reach their full potential.

Junior Secondary Years 7-9

As part of the school's academic programs, students in our Junior School will participate in a tailored curriculum and will study:

- English
- Mathematics
- Science
- Social Sciences (including History, Geography, Civics, Economics/Business)
- Physical Education
- Languages (Japanese or French)
- The Arts (Performing and Visual)
- Technology (Digital and Design)
- CONNECT (Pastoral Care Program).

Senior Secondary Years 10-12

The range of subjects and pathways available allows Senior School students to select:

- Academic subjects that prepare for university entrance.
- Vocational subjects that prepare for direct entry to the workforce or for further education and training.
- A combination of both.
- CONNECT (Pastoral Care Program).

Students are advised to choose subjects that:

- they enjoy and in which they have achieved good results
- they are interested in and that match their abilities
- will help them reach their career goals
- develop the skills, knowledge and attitudes required for their career.

Students in Years 11 and 12 at Morayfield State High School study six subjects unless they are studying an external course that entitles them to make an application to study five subjects. Many students access courses including School Based Apprenticeships and Traineeships or TAFE at School options.

In Years 11 and 12 students must undertake one English (English or English Communication) and at least one Mathematics (Mathematics A or B or Prevocational Maths) subject. In addition, ALL students must be eligible to attain a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement (QCIA).

Students who are not eligible for an Overall Position (OP) must study at least one Vocational Education Certificate (VET).

Co-curricular Activities

Students were also be provided with an opportunity to engage in a range of specialist, excellence and extra-curricular programs and activities including (but not limited to):

- Science, Technology, Engineering and Mathematics (STEM)
- Extension Programs in English, Science, Mathematics and Thinking Skills
- Rugby League Development Program
- Participation in National Academic Competitions
- Interschool Sport – Junior and Senior
- Representative Sport
- Dance Troupe
- Choir
- Instrumental Music and Band
- Student Leadership Program
- BBQ Competition Team
- University Camps and Preparation Programs
- Community Events and Activities.

How Information and Communication Technologies are used to Assist Learning

Morayfield State High School is continuing to provide students with opportunities to learn in a digital environment. In 2017 a range of resources and strategies were in place to enhance student learning within a technology framework including:

- BYOx program with wireless internet access at no cost to students/families
- Access to computer labs.
- Laptop trolleys available for use in specific faculty areas.
- Desk top computers within the Library
- Ipad and Ipods for use in general learning spaces.
- Delivery of curriculum through a range of digital pedagogies including online learning spaces (virtual classrooms, blogs), applications (e.g. Ipad/Ipad Apps), software (e.g. CAD), global communication (wireless), email (staff/student dialogue).

Social Climate

Overview

Morayfield State High School is committed to a multi-tiered approach to supporting student engagement and management based on the prevention-intervention model that provides a continuum of positive behaviour and associated support strategies. The school's Responsible Behaviour Plan for students is designed to reflect this philosophy and is grounded in the School Wide Positive Behaviour Support framework.

Morayfield State High School implements the following proactive and preventative processes and strategies to support students to be successful learners and citizens within the school and wider community including:

- Explicit teaching of the 'AIM' program which outlines the school rules and what they mean, look like, and sound like in specific settings;
- Design of engaging and relevant curriculum programs;
- High quality pedagogical practices informed by the Art and Science of Teaching pedagogical framework;
- Implementation of the Essential Skills for Classroom Management and Classroom Profiling;
- A structured recognition program to acknowledge and reinforce positive behaviour (AIM High);
- Communication and consultation with the immediate and broader school community to gain rich and authentic feedback that ensures continuous improvement through social media, surveys, newsletters, school website, email, information evenings, flyers, letters, and direct conversation.
- Clearly defined policies and practices that are published for the whole school community and are consistently applied.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	87%	84%
this is a good school (S2035)	94%	87%	79%
their child likes being at this school* (S2001)	95%	89%	78%
their child feels safe at this school* (S2002)	89%	90%	80%
their child's learning needs are being met at this school* (S2003)	95%	84%	82%
their child is making good progress at this school* (S2004)	97%	89%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	93%	84%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	87%	75%
teachers at this school motivate their child to learn* (S2007)	84%	86%	84%
teachers at this school treat students fairly* (S2008)	78%	78%	74%
they can talk to their child's teachers about their concerns* (S2009)	78%	88%	86%
this school works with them to support their child's learning* (S2010)	86%	82%	83%
this school takes parents' opinions seriously* (S2011)	76%	83%	81%
student behaviour is well managed at this school* (S2012)	84%	79%	68%
this school looks for ways to improve* (S2013)	92%	91%	77%
this school is well maintained* (S2014)	91%	90%	86%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	91%	89%	94%
they like being at their school* (S2036)	87%	90%	91%
they feel safe at their school* (S2037)	89%	91%	83%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	89%	88%	89%
their teachers expect them to do their best* (S2039)	94%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	88%	92%
teachers treat students fairly at their school* (S2041)	74%	79%	76%
they can talk to their teachers about their concerns* (S2042)	69%	68%	75%
their school takes students' opinions seriously* (S2043)	72%	78%	81%
student behaviour is well managed at their school* (S2044)	66%	71%	76%
their school looks for ways to improve* (S2045)	92%	92%	88%
their school is well maintained* (S2046)	84%	85%	89%
their school gives them opportunities to do interesting things* (S2047)	88%	88%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	93%	92%
they feel that their school is a safe place in which to work (S2070)	95%	94%	89%
they receive useful feedback about their work at their school (S2071)	74%	77%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	86%	91%
students are encouraged to do their best at their school (S2072)	97%	91%	91%
students are treated fairly at their school (S2073)	94%	91%	93%
student behaviour is well managed at their school (S2074)	79%	66%	72%
staff are well supported at their school (S2075)	72%	74%	81%
their school takes staff opinions seriously (S2076)	66%	72%	77%
their school looks for ways to improve (S2077)	92%	91%	90%
their school is well maintained (S2078)	92%	81%	86%
their school gives them opportunities to do interesting things (S2079)	74%	79%	77%

* 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

The importance of parents and teachers working together is strongly supported throughout the school. The following are some of the ways that parents were invited to be active participants in their child's education:

- Parent/Teacher meetings and interviews
- SET Planning
- Individual curriculum and behaviour management planning and stakeholder meetings
- Parent and student information sessions related to curriculum and student learning
- P&C Meetings
- Student Recognition events including celebration assemblies, awards nights etc.
- Parent Information Sessions
- Communication – Facebook, newsletters, emails, positive postcards, text messages.
- Industry Reference Group
- Attendance at school events – Athletics Carnival, Graduation Ceremony etc.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

AIM High (now CONNECT) was our whole school wellbeing and positive education program in 2017. The program provides explicit teaching aimed at equipping our students with organizational, social and personal skills what will enable them to become healthy and resilient individuals and members of the wider community.

Students were also nominated by staff or were able to self-nominate to participate in a range of support programs using internal and external facilitators addressing social, emotional and relational issues and wellbeing. These include but are not limited to:

- Rock and Water
- Managing the Bull
- Fight Like a Girl
- Alternate Program (now TOTEM)
- Internal Retrieval Program
- No Limits
- Drumbeat
- ARTIE
- Momentim

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	2015	2016	2017
Short Suspensions – 1 to 10 days	443	290	293
Long Suspensions – 11 to 20 days	7	17	16
Exclusions	16	8	8
Cancellations of Enrolment	19	9	0

Environmental Footprint

Reducing the school's environmental footprint

While costs have increased considerably in recent years, the actual usage of water and other usage rates is in line with the increases in student enrolment. Requests for work to be undertaken to rectify current Fire Main infrastructure issues has enabled reduced water wastage and usage costs in 2017.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	494,310	31,534
2015-2016	563,653	4,007
2016-2017	535,663	365

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

Sector:
 Government
 Non-government

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

School 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	112	48	<5
Full-time Equivalent	110	35	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate Diploma etc.**	35
Bachelor degree	68
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$62500.00

The major professional development initiatives are as follows:

- Peer observations and mentoring – class profiling, observation triads,
- School-based professional development workshops
- External professional development – conferences, courses, workshops
- Team data conversations e.g. Year 12 subject data conversations, moderation meetings and collaborative planning opportunities
- Faculty meetings and staff meetings
- Professional Learning Teams (PLTs).

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	83%	82%

*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 2017 for all Queensland Secondary schools was 90%.

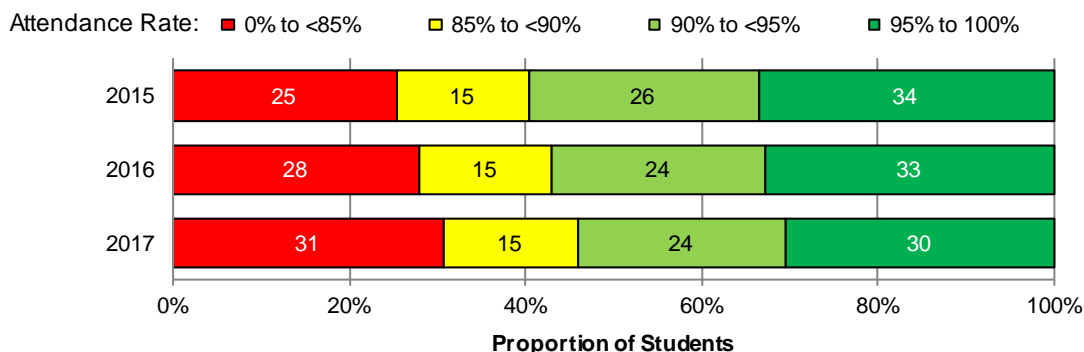
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								89%	89%	89%	88%	88%	89%
2016								88%	86%	85%	86%	89%	91%
2017								89%	88%	85%	83%	87%	88%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

Morayfield State High School's attendance policy aims to ensure students are actively engaged in school and attend every day to ensure optimal individual outcomes and student participation. We have high expectations of student attendance. Regular attendance at school is central to both schooling success and later employment. Student attendance is recorded in each lesson and is first taken during each student's Form class. Students need to allow enough travel time to ensure they are at Form class by the first bell.

Teachers will only mark a student as being in attendance if the student is physically present in the classroom. Students must not be late for their first class, or other classes, without a valid excuse. Students repeatedly late to form will be referred to their Deputy Principal.

All student absences must be explained by parents. This can be done by contacting the school's absence line on 5428 5522, QParents App, absence email to info@morayfieshs.eq.edu.au or by writing a note and having it delivered to the school by the student. All absences require explanation by a parent or guardian.

Student attendance in each lesson is monitored. Students truanting class or with other attendance anomalies will be initially addressed by the school Attendance Officer. If there are persistent issues, they will be managed by the appropriate Head of Department, Year Level Coordinator or Deputy Principal. Students truanting lessons will be required to make up lost lesson time before or after school. Parents will be notified if students are truanting school or lessons.

SMS notification

Morayfield State High School has an SMS notification system to advise parents / caregivers if their child is absent or has arrived late to school. This is designed to act as a reminder in case notifying the school has been overlooked. Parents / caregivers are requested to reply to the message with a reason for the absence / lateness.

At Morayfield State High School we promote 100% attendance by:

- Implementing a Form Teacher / Year Level Co-ordinator / Attendance Officer structure to monitor student attendance.
- Regular rewards and acknowledgement for individual students, Form classes or Year Levels relating to excellent attendance are embedded in our Positive Behaviour for Learning Support program.
- Using a text messaging system to inform parents of student's absenteeism without explanation.
- Dealing with truancy in a timely manner with follow up consequences.
- Reinforcing punctuality. Students who are continually late will have consequences initially implemented by the teacher of the class they are late to and then further consequences may be implemented by a Head of Department, Year Level Coordinator and/or Deputy Principal for repeated offences.
- Marking the roll at the beginning of every session. Staff will only mark students as being in attendance if students are physically present in the classroom.
- Reminding students to explain all absences. If students are absent from school at any time, parents/carers should advise the school and provide a satisfactory explanation for the absence. They can do this by using the QParents app, writing a signed and dated note, emailing or phoning the school.

Lateness

Students who arrive late to school are required to report to T Block to sign in. If a student does not have a valid reason for the lateness, the issue will be followed up by their Form teacher, Year Level Co-ordinator, or Deputy Principal. If there are ongoing issues consequences may be implemented. Students will be issued with a *Late Pass* to present to the class teacher.

Leaving School During the Day

Students are not permitted to leave school during school hours without providing a dated and signed letter of permission from parents/carer OR a parental/carer phone call to the office. Therefore:

- An appropriate leave pass will be issued to the student by office staff.
- Students who leave school for medical appointments when assessment is due are required to obtain a medical certificate and present it to the office so a copy can be placed on file.

Truancy

- Student attendance will be monitored daily through an electronic marking system – *ID Attend*. This is regularly monitored by the Attendance Officer and teachers.
- Students found to be truanting will be disciplined under the school's Responsible Behaviour Plan for Students.

Compulsory Schooling (up to age 16 or the completion of Year 10)

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Morayfield State High School will take the following actions:

- Attendance Officer will contact parent by phone or email.
- If there is no improvement, a letter may be sent to the parent outlining concern with attendance.
- A meeting with parents/carers re issues of concern re attendance.
- School offers support to family to ensure child's attendance improves.
- Authorised officer at the school considers whether an exemption from schooling, flexible arrangement or alteration to a student's educational program is appropriate and required.

- Every Friday attendance check slips are placed into the form rolls
- If the child is still not attending regularly after two weeks (10 school days) of the first attempt to contact parents, an authorised officer at the school sends by registered post, a **Notice (Form 4 – Failure to attend (s.178(2)))** outlining parents' legal obligation and inviting parents to attend a meeting to discuss the situation.

If, after sending the Notice (Form 4):

- A meeting occurred with the parents, but there is no change in circumstances within two weeks (10 school days) of this meeting, or
- A meeting did not occur with the parents, and there is no change in circumstances within two weeks (10 school days) of sending the Notice (Form 4), then an authorised officer at the school sends by registered post a **Warning Notice (Form 5 – Failure to attend (s178(4)))** advising parents of their legal obligations and offering a meeting to discuss support available to address failure to attend.

At Morayfield State High School the consequences of not complying with the Warning Notice (Form 5) might include, but are not limited to, the following:

- Detentions to complete work that has been missed.
- Meetings with student and parents/carers.
- Meetings with relevant support staff or outside agencies.
- Commencing processes associated with the enforcement of compulsory school and compulsory participation (i.e. **Recommendation to Prosecute (Form 6)**).
- Community service.
- Suspension.
- Exclusion.

Post-compulsory Schooling (student has turned 16 or completed Year 10)

Students of post-compulsory school age whose attendance is unacceptable will be required to show cause as to why their enrolment should remain effective. A Form 7 letter is sent home and a meeting time will be arranged for this. Failure to attend and show cause will result in the student's enrolment being cancelled.

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 screenshot shows a search interface with the following elements:

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

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	2015	2016	2017
Number of students receiving a Senior Statement	223	192	233
Number of students awarded a Queensland Certificate of Individual Achievement.	4	1	2
Number of students receiving an Overall Position (OP)	56	54	56
Percentage of Indigenous students receiving an Overall Position (OP)	15%	43%	11%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	22	20	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	167	149	180
Number of students awarded an Australian Qualification Framework Certificate II or above.	151	134	164
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	203	189	231
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	90%	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.	61%	67%	64%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	99%	99%

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
2015	7	11	16	22	0
2016	4	14	18	14	4
2017	8	11	17	19	1

As at 14th February 2018. 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
2015	98	133	53
2016	103	108	70
2017	115	142	61

As at 14th February 2018. The above values exclude VISA students.

Certificate courses offered in 2017 include:

- Certificate I, II, III Business
- Certificate II Outdoor Recreation
- Certificate III Childcare
- Certificate I, II Information Digital Media and Technology
- Certificate II Sampling and Measurement
- Certificate I Construction
- Certificate I, II Hospitality

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	76%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	89%	32%	85%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.morayfieshs.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. Students leaving school early have been supported to enter other educational or employment pathways as per legislative requirements. Key destinations for early school leavers have included:

- Alternate educational settings e.g. YJET, Arethusa College, Alta-1, Horizons, Deception Bay Flexi-School
- Mainstream educational settings e.g. TAFE
- Relocation interstate
- Apprenticeships
- Employment of 25hrs or more work.

Conclusion

The ongoing improvements in student outcomes and the hard work of staff across 2017 will provide a basis for ongoing success and achievement of the 2018-19 explicit improvement agenda. Morayfield State High School is positioned to achieve even greater outcomes into the future. To see more about what our school is like please watch our promotional video at <https://youtu.be/8e00VHJlI0s>

