


QUEENSLAND STATE SCHOOL REPORTING - 2010

Morayfield State High School (2154)

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Principal's foreword

Introduction

Morayfield State High School is committed to the development of every student and the contribution that each person can make to our community. We provide a high quality education that is relevant to the needs of individuals, provides multiple pathways for students and engages student interest. We equip our youth for the future to enable them to contribute to a socially, economically and culturally vibrant society.

We aim for excellence and set high standards for all members of the school community in work ethic, behaviour and pride in appearance. Outstanding achievements across academic, cultural, citizenship and sporting arenas can be directly attributed to a highly professional, experienced and dedicated staff. Our staff make a significant contribution to the lives of our students. We believe high quality teaching is vital for high quality learning.

The school has developed programs to nurture all students. In the Middle School, students undertake the core subjects of English, Mathematics, Science, Studies of Society and Environment and Health and Physical Education which are taught at extension, core and foundation levels to enhance the success of each student. Students also select elective programs in the areas of Technology (including Robotics, Business, Information Communication Technology, Manual Arts and Home Economics), Languages Other Than English (French), The Arts (Visual Art, Music, Dance, Drama) and Sporting Excellence (Rugby League). Our curriculum in the Senior School includes a wide variety of academic and vocational subjects, including School Based Traineeships and Apprenticeships and other community partnerships that enhance the opportunities and outcomes for our students.

At Morayfield State High School, all students are encouraged to achieve their personal best and to strive for excellence. Our school motto "Strength Through Integrity" is represented in all that we do. This Annual report provides a snapshot of our school profile and our achievements in 2010.

School progress towards its goals in 2010

In 2010, Morayfield State High School continued a strategic focus on six key priority areas. These priority areas extend from the '6 Pillars of Reform' developed from the 2007 Triennial School Review and subsequent three year Business Plan (2008— 2010). Our strategies for enhancing outcomes for all students included the following in 2010:

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- **Vision and Culture:** Focus on establishing a culture that perpetuates performance oriented behaviours and emphasis on continuous improvement.
- **Pedagogy:** All staff further engaged with the Dimensions of Learning as Morayfield State High School's school wide learning framework. Continued strong focus on pedagogy to improve academic achievement by eliminating the busy work and engaging in academically rigorous pedagogies that teach our students to think.
- **Leadership Development for all Staff:** Our focus on leadership development for all will ensure a sustainable future for our school. Through building leadership capabilities of all staff we will build the performance capacity of our organisation both now and for years to come.
- **Senior Studies Review:** In 2010 we reviewed the current curriculum structures from Year 8 through to 12. Recommendations to enhance curriculum pathways to maximise the learning opportunities for our students and deliver worthwhile options for students post-school (whether that be at University, apprenticeships and further vocational training or in the workforce) will be implemented in 2011.
- **Literacy and Numeracy:** Our continued focus on Literacy and Numeracy is producing pleasing results. Our focus on supporting individual student improvement has been supported by the addition of three key positions: a Literacy Coordinator, a Numeracy Coordinator and a Differentiation Advisor.
- **Information and Communication Technology:** The rollout of the National Secondary Schools Computer Fund and the planned installation of a wireless infrastructure will ensure that staff and students are connected and engaged in learning with ICT at unprecedented levels at Morayfield State High School.

As well as this specific strategic agenda, new school facilities constructed in 2010 include the Morayfield Trade Training Centre for Building and Construction; and a Science and Technology Centre incorporating two new Science laboratories and two new robotics laboratories. Building the Education Revolution funding supported the upgrading of P and R Blocks. Extensive refurbishment of the Resource Centre and upgrading the Multi-Purpose Hall to synthetic sport flooring was funded through the Smart Schools Subsidy Scheme and an upgrade to technology access and facilities financed through the Digital Education Revolution funding.

Future outlook

Our School community has identified the following as our strategic priorities for 2011:

Vision and Culture: maintain a clear focus on learning with an emphasis on high expectations for performance, attendance and behaviour.

Literacy, Numeracy and Science: improving achievement in all areas through focussed and co-ordinated activities.

Pedagogy: continue to embed Dimensions of Learning as our pedagogical framework and integrate ICTs in curriculum delivery.

This agenda builds on strategies from the last Triennial School Review and is in line with state/national school performance improvement regime. We have set annual targets in relation to Year 9 NAPLAN performance, Year 12 outcomes, Indigenous education achievements, student attendance and retention and school satisfaction measures.

In 2011, we will undergo a Quadrennial School Review to set the strategic priorities for the next four years and to support our journey of continuous school improvement. We remain committed to providing quality learning experiences delivered by an expert and inspirational teaching team.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Years 8-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
1174	586	588	83%

Characteristics of the student body:

Morayfield State High School has a steadily growing population comprised of a 50% gender split and significant sub-populations of Aboriginal and Torres Strait Islander students (6%), and Pan-Pacific Islands students (9%).

Class sizes – Proportion of school classes achieving class size targets in 2010

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	25	94%	68%	26%	6%
Year 11 – Year 12	17	97%	92%	5%	3%
All Classes	22	95%	77%	18%	5%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	253
Long Suspensions - 6 to 20 days	30
Exclusions	11
Cancellations of Enrolment	28

Curriculum offerings

Our school at a glance

Our distinctive curriculum offerings

The current curriculum offerings in the Middle School are based around the eight Key Learning Areas that are aligned with the Queensland Curriculum, Assessment and Reporting Framework. A comprehensive fully aligned Middle School Education Program which includes Year 8 and 9 student choice in major and minor elective studies across all of the non-core Key Learning Areas. Middle School core curriculum is offered at extension, core and foundation levels.

Year 10 allows students to consolidate Middle School studies and prepare for the Senior Phase. Students plan appropriate individual pathways for the future by developing a Senior Education and Training Plan (SETP).

Senior Schooling programs offer pathways for both academic and vocational qualifications. Vocational Certificate qualifications range from Certificate I to Certificate III level both within the school setting, the Morayfield Trade Training Centre, and/or through partnerships with external providers such as TAFE and My Other Mother. Students in the senior school also have the opportunity to participate in external studies through TAFE, Queensland University of Technology and Brisbane School of Distance Education. Partnerships have also been established with Construction Skills Queensland (CSQ) to deliver the Doorways 2 Construction course and a new partnership with the Caravanning Industry will allow students to pursue a career in the Manufacturing Industry.

An individualised flexible learning environment exists in the senior school, supports students accessing School Based Traineeships and Apprenticeships, VET in schools programs, and work experience programs.

Extra curricula activities

Our school has a strong commitment to the overall development of students and provides an extensive extra-curricular range of activities. This occurs through our sporting, cultural and social programs. All students are encouraged to find an area of interest and foster this through formal curriculum and co-curricular activities that are offered. Activities include:

- Student Leadership Program (including Year 11 Leadership Camp)
- State and National Competitions in an array of disciplines
- Public Speaking and Debating competitions
- Mooting competitions – mock Legal public speaking
- Maths-Science Enrichment Camp
- Robotics (at district, state, national and world levels)
- Stage and Concert Bands
- Instrumental Music Program inclusive of a Strings Program
- School Musical productions
- Music Performance students – performances at Urban Country Music Country Festival, Creative Generations, School Choir
- Drama Troupe – Theatre Sports Competition, various community performances and workshops for Primary School students
- Dance Troupes – Dance Ed in the Spotlight, District Dance Challenge, Dance Tour
- Visual Arts - Creative Generation Excellence Awards in Visual Art and Design, Senior Art Camp, Eyeball Art Exhibition
- Extensive sporting opportunities for all students including Inter and Intra School sport; entry into various competitions in AFL, Rugby League, Softball, Basketball, Ten Pin Bowling, Soccer, Cricket
- Hospitality and Chef competitions
- Cultural activities including Harmony Day celebrations, Cultural Infusion Day,

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are embedded in all curriculum programs across faculties at

Our school at a glance

Morayfield State High School. Teachers use a variety of technologies to engage students in the classroom and to engage students and create an information-rich environment. These technologies include interactive whiteboards, data projectors, data logging and Clickview Video. A variety of subject specific software is also used as a tool to ensure learning is meaningful. Examples of software used by faculties are CAD, GIS mapping software, Scientific data collection software and Mathletics.

In addition to these uses of Information and Communication Technologies, there are some specific courses of study such as Information Technology Systems, Information Processing and Technology, Business Communication and Technology and a range of introductory subjects that are offered through the Middle School. The school is also a registered Academy in the CISCO Networking Academy program.

Six staff members of the school have completed their ICT Pedagogical Licence and 35 hold their ICT Pedagogical Certificate. The ratio of students to computers is 2.8:1.

Social climate

Morayfield State High School provides a supportive environment both within and outside the classroom. Student care and welfare is supported by Form Teachers, Year Level Coordinators, Heads of Department and Heads of Year. In addition to this structure, the school has a Student Support Team that consists of a Guidance Officer, Youth Support Coordinator, School Based Youth Health Nurse, School Chaplain, Youth Pathways Advisor, Community Education Counsellor, Coordinator Indigenous Education, School Based Police Officer, Pan Pacific Island Education Support, and ESL Teacher. The Student Support Team meets regularly and takes a proactive response to student needs through developing and facilitating various programs as well as offering individual case management. This team provides an extensive network of Inter-agency support for the young people of our community.

Morayfield State High School caters for students with disabilities through a well-established Special Education Program. Timetables are developed for students involved in the program based on individual need and may incorporate some classes within the centre and others within the structure of the main timetable. Classes offered solely to students within the program include Mathematics and Numeracy, English and Literacy, Health and Independent Living, and Work Readiness.

Students from an Indigenous background and Pan Pacific Island students are also offered individual support through literacy and numeracy tutorial programs. For Indigenous students, opportunities are available for students to visit tertiary institutions and career expos. Indigenous students also have the opportunity to participate in a leadership camp, Stronger Smarter activities, P-Plate Program and the ARTIE Program. These programs are expanding each year.

Student Leadership is highly valued and encouraged at Morayfield State High School. A Student Leadership Program operates from Year 8 to 12. Students from Year 12 have the opportunity to lead as School Captains, Prefects and House Captains as well as be active members of the Student Representative Council.

All student welfare and support is underpinned by the School Wide Positive Behaviour Support Program 'Aim High'. This program involves the explicit teaching of the school desired behaviour expectations of Respect, Responsibility and Co-operation. An extensive staff and student rewards program operates to facilitate a focus on acknowledging positive behaviours as a multi-tiered prevention-intervention model. This program provides common and consistent expectations and language across the school that facilitates improved relationships between students and teachers.

Our school at a glance

Parent, student and teacher satisfaction with the school

We are very proud of the relationships that exist between all key stakeholders of our school. During 2010, our focus was on improving literacy and numeracy levels, respectful behaviour, pedagogy, leadership development and high expectations. This is reflected in positive movement in School Opinion Survey results which indicate that satisfaction with all aspects of school performance is increasing.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	69%
Percentage of students satisfied that they are getting a good education at school	63%
Percentage of parents/caregivers satisfied with their child's school	69%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	56%
Percentage of staff members satisfied with morale in the school	82%

Involving parents in their child's education.

Morayfield State High School is a community school committed to the developing and sustaining valued partnerships with students, staff, parents / caregivers and the broader community.

Parents are encouraged to be members of the Parent's and Citizens Association. The P & C meet monthly and are actively involved in the decision making processes of the school. The P & C provides a range of services to the school that include the operation of the Uniform / Bookshop and Tuckshop. Community representatives and parents are also involved in the Quadrennial School Review where feedback provided is used to guide the future strategic direction of the school and monitor progress towards the achievement of targets.

Enrolment interviews are conducted with each student to ensure that both parents and students are fully informed of school expectations and to gain insight into the needs of each student.

Parents are regularly invited to the school to participate in celebrations events such as morning teas, awards presentations and formal events such as Anzac Day ceremonies and Graduation.

Parent Teacher Interviews are held twice annually. Progress reports are issued early in each semester and formal reports are issued at the end of each semester. Year 10 students and their parents are involved in Senior Education and Training Plan interviews in October each year. Parents are encouraged to be involved in all of these opportunities to discuss their student/s progress and plan for the future. Early in Term 3, parents are invited to attend subject information evenings for students at various education junctures to assist parents and students with subject selection for the following year.

Morayfield State High School recognises the importance of communication between school and home. A school newsletter is produced fortnightly and is distributed via email as well as being available in hard copy. The school administration and teachers communicate regularly with parents through phone, letter and email. Parents are encouraged to contact the school about any issues of concern.

Our school at a glance

We value our parents as partners and key stakeholders in our education community. Working together, we can achieve quality outcomes for our students.

Reducing the school's environmental footprint

In 2010, Morayfield State High School achieved a significant decrease in electricity usage. This was due to a combination of factors including the installation of energy efficient lights and solar panels. Structures have been established across the school to address environmental issues and sustainability and a staff awareness program on energy conservation was implemented.

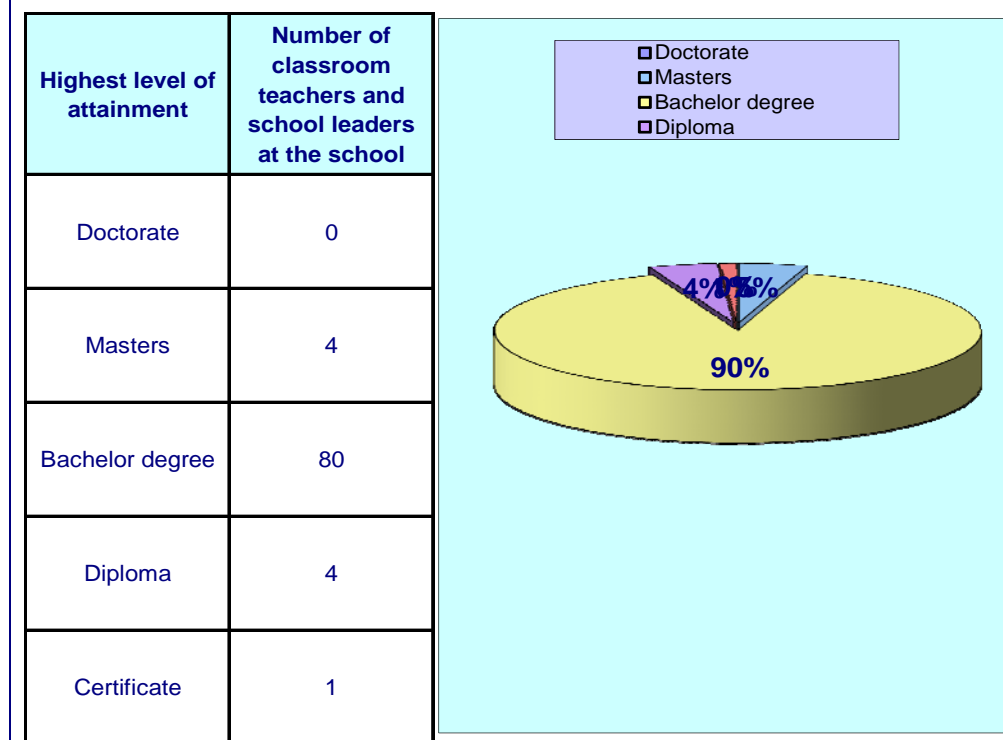
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$135,975	\$80,922	\$33,327	\$20,109	\$1,617	\$0	\$0	454,073	758	0
2009	\$150,631	\$100,870	\$0	\$0	\$1,449	\$0	\$48,312	669,074	831	0
% change 2009 - 2010	-10%	-20%	N/A	N/A	12%	N/A	-100%	-32%	-9%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	89	38	<5
Full-time equivalents	84	26	<5

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$48 116.

Our staff profile

The major professional development initiatives are as follows:

- Dimensions of Learning
- School Wide Positive Behaviour Support
- Queensland Curriculum and Assessment Reporting Framework
- Numeracy
- Literacy
- Queensland Studies Authority professional learning
- Vocational Education and Training including the upgrading of staff Workplace Assessor qualifications
- Individual teacher requirements
- Curriculum specific requirements
- Workplace Health and Safety
- First Aid Courses

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 86%.

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	Year 11	Year 12
							89%	86%	82%	85%	89%

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.

An Attendance Officer is responsible for the managing, monitoring and reporting of all student attendance data at Morayfield State High School. Rolls are marked daily in the morning, and student attendance is constantly monitored throughout each lesson of the day. Student movement to specialists, office staff, counsellors, Deputy Principals and sick bay, as well as late arrivals and early departures are monitored through an electronic system that prints leave passes for all outside of class movements.

In the case of truancy, unexplained absence, a series of absences or a pattern of absence (including late arrivals), contact is made with the parents by the Absentee Officer or the Head of Year. Where a student demonstrates that their learning is being placed at risk due to accumulated absences of any kind, Heads of Year follow up with students and parents in early intervention review meetings to construct proactive strategies to support the student to remediate the issues of concern. Where no improvement is evident after intervention, letters are sent outlining legal responsibilities and penalties.

Performance of our students

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.

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

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

In 2010 the attendance rate was 86.2%. There was a slight improvement in the attendance rates for Indigenous students to 79.1% The Gap between Indigenous and Non-Indigenous in 2010 was 7.1% compared to 7.8% in 2009.

Indigenous students are supported by a Co-ordinator Indigenous Education, a Community Education Counsellor and an Indigenous Teacher Aide. All Indigenous students have an Individual Education Plan and strategies have been implemented to support engagement and academic achievement (including literacy and numeracy tutorial programs, career days and expos, P-Plate, leadership programs and scholarships).

The Gap between Indigenous and Non-Indigenous apparent retention Years 10-12 significantly decreased to 7.4% in 2010 (29.5% in 2009; 15.0% in 2008).

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%
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Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	162
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	72
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	127
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	113
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	143
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	69%
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.	98%

Performance of our students

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	81%
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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
9	19	22	18	4

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
63	109	14
Certificate I courses undertaken by students include: Information Technology, Business Studies, Construction, Furnishing, Engineering, Work Readiness and Hospitality.		

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 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.

Early leavers information

Students who leave Morayfield State High School before the end of Year 12 do so for employment or transition to another Educational Institution. The Principal, Deputy Principal, Guidance Officer or Head of Year will liaise with parent and student in all instances.