



# Morayfield State High School



# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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Department of Education and Training

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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.

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

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 2016

2016 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.

### NAPLAN

Our 2016 NAPLAN results are in line with Like Schools and showed improvement in:

- 7 out of 10 areas for National Minimum Standard (NMS).
- 7 out of 10 areas for Upper Two Bands (U2B).
- 9 out of 10 areas for Mean Scale Score (MSS).

This is our best result ever and the positive trending upwards is reflective of the hard work of our staff

### YEAR 12 EXIT OUTCOMES

Significant enhancements to our monitoring, tracking and review of student performance data combined with an increase in the vocational opportunities for our students saw very positive and improved outcomes of our Year 12 graduates.

- 98.5% of Year 12 students achieved a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.
- 99.5% of Year 12 students achieved a Queensland Certificate of Education, a Queensland Certificate of Individual Achievement or a Vocational Education and Training qualification.
- 42.9% of non-OP students achieved a Certificate III or high qualification (approximately 20% improvement on 2015)
- 99% students who applied achieved an offer to continue their study at tertiary level after school.
- 7% improvement in the number of students achieving a 1-15 OP score.

### 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. Of particular note is approximately 25% decrease in short term suspensions for from 2015-2016.

### Future Outlook

#### 2017 – A YEAR OF EXCELLENCE

After such a great end to the 2016 school year with 98.5% of our Year 12 students achieving a Queensland Certificate of Education (QCE), we are now looking forward to an even better year in 2017 by continuing to set high expectations for our students as reflected in the following targets.

Our 2017 Targets			
<b>Student Attendance &amp; Engagement</b> <ul style="list-style-type: none"><li>• 90% student attendance across all year levels.</li><li>• Decrease in student disciplinary absences.</li></ul>	<b>Achievement Data</b> <ul style="list-style-type: none"><li>• 85% of students achieve C or better in semester reports for all subjects.</li><li>• 100% Year 7 &amp; 9 students achieve NMS in NAPLAN testing.</li><li>• Increase in MSS and U2Bs across all areas of NAPLAN testing</li><li>• 100% Year 12 students exit with a QCE.</li><li>• 75% eligible students achieve an OP 1-15.</li><li>• 100% eligible students achieve an offer to study after school.</li></ul>	<b>School Opinion Survey</b> <ul style="list-style-type: none"><li>• 90% of students are satisfied that they are getting a good education at school.</li><li>• &gt;90% of parents/caregivers are satisfied that their child is getting a good education at school.</li><li>• &gt;90% school staff agree that they have access to quality professional development.</li><li>• &gt;85% school staff agree that staff morale is positive at the school.</li></ul>	<b>Post School Data</b> <ul style="list-style-type: none"><li>• 90% of school leavers engaged in employment, education and training or actively looking for work.</li><li>• 30% of school leavers are engaged in study at a Bachelor Degree level.</li><li>• 15% of school leavers are engaged in Cert III or higher VET programs.</li></ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1265	590	675	98	88%
<b>2015*</b>	1457	664	793	128	90%
<b>2016</b>	1458	698	760	133	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Morayfield State High School is a large, complex secondary school with an ICSEA of 949 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. 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 2016 approximately one third of Year 12 students undertook study in the OP pathway in preparation for direct entry to tertiary study. There was a significant increase in the number of 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	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	24	24
Year 11 – Year 12	18	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

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)
- Aspiration, Improvement and Management (Life Skills 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.
- Aspiration, Improvement and Management (Life Skills 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 2016 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 (Summit Club);
- 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 <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	97%	87%
this is a good school (S2035)	90%	94%	87%
their child likes being at this school* (S2001)	91%	95%	89%
their child feels safe at this school* (S2002)	94%	89%	90%
their child's learning needs are being met at this school* (S2003)	84%	95%	84%
their child is making good progress at this school* (S2004)	87%	97%	89%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	84%	87%
teachers at this school motivate their child to learn* (S2007)	91%	84%	86%
teachers at this school treat students fairly* (S2008)	82%	78%	78%
they can talk to their child's teachers about their concerns* (S2009)	88%	78%	88%
this school works with them to support their child's learning* (S2010)	85%	86%	82%
this school takes parents' opinions seriously* (S2011)	84%	76%	83%
student behaviour is well managed at this school* (S2012)	80%	84%	79%
this school looks for ways to improve* (S2013)	92%	92%	91%
this school is well maintained* (S2014)	94%	91%	90%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	91%	89%
they like being at their school* (S2036)	89%	87%	90%
they feel safe at their school* (S2037)	94%	89%	91%
their teachers motivate them to learn* (S2038)	86%	89%	88%
their teachers expect them to do their best* (S2039)	96%	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	87%	88%
teachers treat students fairly at their school* (S2041)	81%	74%	79%
they can talk to their teachers about their concerns* (S2042)	69%	69%	68%
their school takes students' opinions seriously* (S2043)	78%	72%	78%
student behaviour is well managed at their school* (S2044)	72%	66%	71%
their school looks for ways to improve* (S2045)	91%	92%	92%
their school is well maintained* (S2046)	91%	84%	85%
their school gives them opportunities to do interesting things* (S2047)	91%	88%	88%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	92%	93%
they feel that their school is a safe place in which to work (S2070)	96%	95%	94%
they receive useful feedback about their work at their school (S2071)	82%	74%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	80%	86%
students are encouraged to do their best at their school (S2072)	96%	97%	91%
students are treated fairly at their school (S2073)	94%	94%	91%
student behaviour is well managed at their school (S2074)	83%	79%	66%
staff are well supported at their school (S2075)	79%	72%	74%
their school takes staff opinions seriously (S2076)	82%	66%	72%
their school looks for ways to improve (S2077)	99%	92%	91%
their school is well maintained (S2078)	86%	92%	81%
their school gives them opportunities to do interesting things (S2079)	80%	74%	79%

\* 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 and healthy relationships.

The AIM (Aspiration, Improvement and Management program studied by all students provides explicit teaching related to life skills, student wellbeing, school and community rules and overall personal and social development.

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
- Internal Retrieval Program
- No Limits
- Drumbeat
- ARTIE.

## 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	233	443	290
Long Suspensions – 6 to 20 days	3	7	17
Exclusions	3	16	8
Cancellations of Enrolment	14	19	9

\* 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

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 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	325,460	1,713
2014-2015	494,310	31,534
2015-2016	563,653	4,007

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.

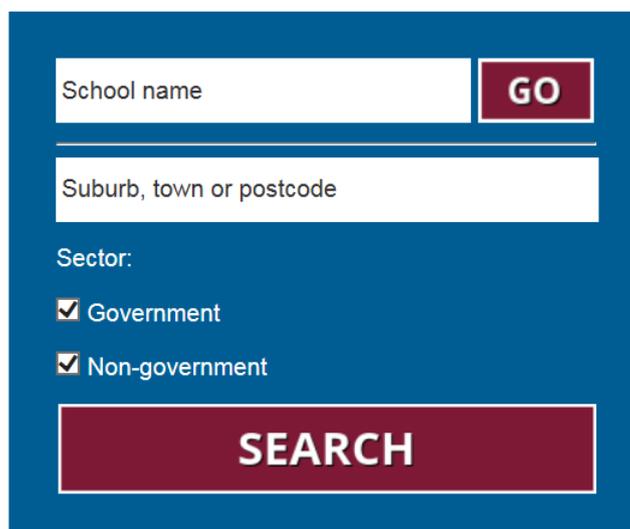
## School Funding

### 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	113	52	<5
Full-time Equivalents	111	39	<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.**	32
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 2016 were \$76 534.93.

The major professional development initiatives are as follows:

- Peer observations and mentoring
- School-based professional development workshops
- External professional development – conferences, courses, workshops
- Team data conversations, moderation meetings and collaborative planning opportunities
- Faculty meetings and staff meetings

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

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 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).	87%	89%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	85%	83%

\*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%.

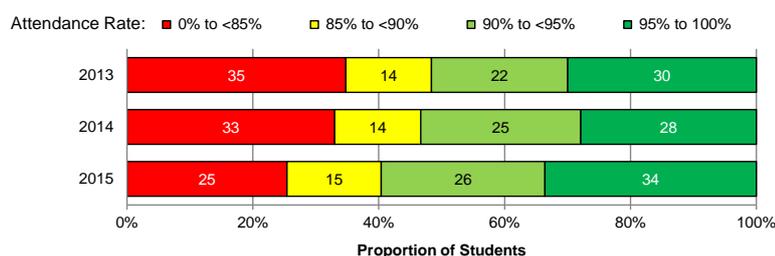
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	87%	83%	87%	86%
2015								89%	89%	89%	88%	88%	89%
2016								88%	86%	85%	86%	89%	91%

\*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.

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](mailto: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 School Wide Positive Behaviour 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

School name

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 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	160	223	192
Number of students awarded a Queensland Certificate of Individual Achievement.	3	4	1
Number of students receiving an Overall Position (OP)	57	56	54
Percentage of Indigenous students receiving an Overall Position (OP)	11%	15%	43%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	22	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	129	167	149
Number of students awarded an Australian Qualification Framework Certificate II or above.	110	151	134
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	147	203	189
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	90%	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.	63%	61%	67%
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%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	95%	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
2014	6	14	16	18	3
2015	7	11	16	22	0
2016	4	14	18	14	4

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	83	95	35
2015	98	133	53
2016	103	108	70

As at 3rd February 2017. The above values exclude VISA students.

Certificate courses offered in 2016 include:

- Certificate I, II, III Business
- Certificate II Outdoor Recreation
- Certificate III Business
- 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	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	64%	79%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	89%	32%

\* 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.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 2016 will provide a basis for ongoing success and achievement of the 2017 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/8e00VHJl0s>

