



Mareeba State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 1079 Mareeba 4880
Phone:	(07) 4086 2777
Fax:	(07) 4092 3915
Email:	principal@mareebashs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Scott Whybird, Principal

School Overview

At Mareeba State High School we are proud of our academic record, quality teaching, creative arts, sporting excellence, and our rich cultural diversity. Students have the best education opportunity to excel – whether they seek an academic pathway or want to develop a trade we provide a personalised, caring approach to assist all students and their families. Our award-winning school is set in a safe, picturesque, rural setting with modern facilities to accommodate 800 students. The size of the school means we can provide a wide range of learning opportunities without compromising on quality and care. In addition to our robust numeracy and literacy programs we also offer subjects such as:

- Gifted and Talented program including individual mentoring
- Instrumental Music
- Arts Excellence
- Sporting Excellence
- Student leadership
- Agribusiness and Engineering

Underlying the success of our programs is our commitment to higher expectations and continuous improvement. This success is evidenced through 95 per cent of students wanting to pursue a university pathway securing a placement and over 80 per cent of our Overall Placement (OP) students receiving scores between 1-15. Four students have achieved the top score, an OP 1, in the last 3 years! We also work closely with local industry to foster positive, productive relationships for our school-based trainees and apprentices.

Additionally our teachers regularly undergo professional development and are frequent award winners for excellence in education. We really do live our school vision of 'Building a better future together' – which can only be achieved through our positive relationships with the community, teachers, business, parents and students. Our school motto "Non nobis solum" means not for oneself alone and reflects the high value we place on community and school service. In short we are very proud of the opportunities Mareeba State High School provides to assist students excel in their chosen pathway.

Mareeba SHS actively promotes our school values of ROLS throughout the school. The four areas: We are Respectful, Organised, Learners, Safe. These values form the core of our Responsible Behaviour Plan and are actively used in our Positive Behaviour for Learning plans.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

School Improvement Action Plan 2016

Achievement

- 81% of OP-eligible students received an OP 1-15 including 1 student who received an OP 1.
- 94.1% of students received one or more of the following qualifications: a Queensland Certificate of Education, a VET qualification, a school-based apprenticeship/traineeship or a Queensland Certificate of Individual Achievement.
- 94.4% of students who applied through QTAC received an offer of a tertiary place.
- 113 VET qualifications were awarded and 42 students were school-based apprentices or trainees.
- 89.9% of students received a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement
- A student was awarded a TJ Ryan Memorial Scholarship and Medal

Community

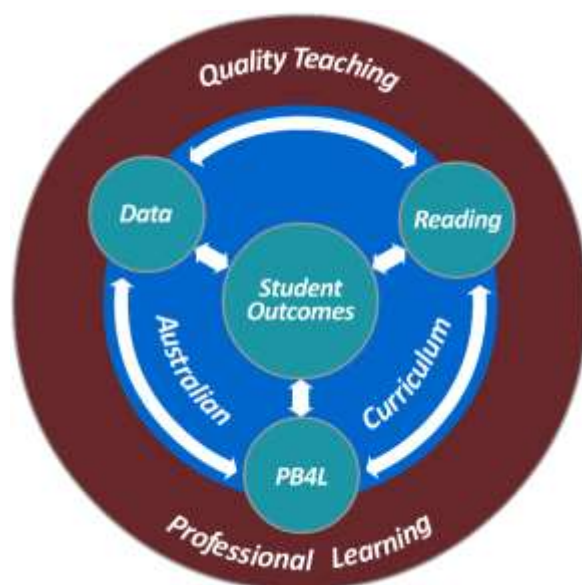
- Transition plan developed with cluster schools
- Community engagement through Dr George Otero facilitated Parent Walks

Teaching

- Development of shared reading strategy for staff
- Development of a Whole of School Curriculum Plan
- Focus on Positive Behaviours for Learning, in particular the Essential Skills for Classroom Management

Future Outlook

School Explicit Improvement Agenda



Mareeba SHS has developed an Explicit Improvement Agenda during 2016 as part of an internal school review. The school has also received feedback from the School Improvement Unit and has developed an action plan for the 2017 School year.

The focus of 2017 will be around the Quality Teaching and Professional Learning aspect which forms the basis of productive classrooms. In particular, the school will be using 8 modules of the Essential Classroom Practices program that is being trialled in Far North Queensland.

Positive Behaviours for Learning will also form the second focus for the improvement agenda in 2017. This will include a review of processes and the structure of the Student Services department.

Targets are shown below:

Targets 2017 – Positive Behaviours for Learning	Targets 2017 – Quality Teaching
<p>Target 1 – School attendance 85%</p> <p>Target 2 – Review SRR and develop plan for future room usage</p> <p>Target 3 – Reduction in the number of Student Disciplinary Absence's by 25%</p> <p>Target 4 – Implement reviewed Student Services line management and data usage</p> <p>Target 5 – Improved School Opinion Survey data (2016 – 2017) - "Student behaviour is well managed at this school" – Staff 78% to 85%, Parents 65% to 75%, Students 65% to 75%</p> <p>Target 6 – MSHS Volunteer program implemented</p> <p>Target 7 – Attendance and SDA data shared with school community</p> <p>Target 8 – Attendance <85% reduced to 25%</p>	<p>Target ECP1 – All Teachers have delivered and implemented specific classroom expectations around ROLS as evidenced by: classroom artefacts, student behaviours.</p> <p>Target ECP2 - All Teachers have delivered and implemented specific procedures and routines as evidenced by: classroom artefacts, teacher instructions, student behaviours</p> <p>Target ECP3 – Teachers use specific positive feedback through a variety of classroom and school wide strategies: ROLStars, classroom rewards</p> <p>Target ECP4 – Teachers use appropriate ESCM's or management strategies that diffuse inappropriate behaviours</p> <p>Target ECP 5 – Active supervision is evident by Teachers continually monitoring and managing their environment: moving, scanning, interacting</p> <p>Target ECP 6 – Teachers provide students with multiple opportunities to respond. Student responses inform practice.</p> <p>Target ECP 7/8 – Teachers design and sequence tasks that are appropriate for student engagement and increase in difficulty: DPF process – student plan, class dashboard, clear pedagogy</p> <p>Target 1 - Improved School Opinion Survey data (2016 – 2017)</p> <p>-Teachers – "I receive useful feedback on my work from this school" 79.7% to 90%</p> <p>-Students – "Clear explanation of schoolwork" 86.5% to 90%</p>

Our School at a Glance

School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	675	348	327	141	88%
2015*	747	380	367	164	91%
2016	726	354	372	178	89%

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

The school draws students from wide area of the Northern Tablelands including Mt Molloy, Bibbohra, Mutchilba, Dimbulah, Walkamin and Tolga. There are a range of socio-economic backgrounds which reflect the employment opportunities in the local area. Approximately 28% of the student population identify as indigenous.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 8 – Year 10	23	23	22
Year 11 – Year 12	18	17	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

- Gifted and Talented Program – HATS (Highly Able and Talented Students) provides accelerated learning opportunities such as early University studies
- Comprehensive Arts program with community links - Instrumental Music tuition, Dance, Drama, Film, Television and New Media and Visual Art
- Multi-Learning Centre for students with disabilities offering inclusive programs across the school
- Specialist outdoor education programs are a feature of both junior and senior health and physical education classes



- Rugby League Engagement Program with local club
- A flexible timetable allows students to participate in Apprenticeships/Traineeships, TAFE, Agricultural College and complete Year 11&12 concurrently.
- Agribusiness gateway school
- Specialist Engineering and Rural Operations courses offered through the Trade Training Centre

Co-curricular Activities

- Student Council
- Interact club
- Camps and Outdoor Education
- A comprehensive Student Leadership Program
- Reader's Cup
- Chess Club
- Page Turners Club – Library
- Brain Bee Competition
- Annual School Play/Musical
- Arts Excellence Program

How Information and Communication Technologies are used to Assist Learning

Digital literacy is vital for students to become confident, creative and productive in a digital world. To create a balance between current effective pedagogies and transformational pedagogies the following strategies are outlined:

- The school has wireless access across the site. There are 5 computer classrooms and 8 department sets of mobile laptop trolleys available for student use. There are interactive whiteboards available in most teaching blocks. All students in Year 12 have access to a laptop with 3G internet access for use at school and at home.
- Electronic curriculum resources are stored centrally on a student accessible hard drive within the school. The plan over time is to move this to an online environment.
- Teachers integrate ICT into learning and teaching

Social Climate

Overview

Mareeba State High School is a SWPBS (School Wide Positive Behaviour Support) School. This System is built around the school four values:

- Respect
- Organisation
- Learning
- Safety

Students are primarily supported by their CARE teachers, Classroom teachers, Year Level Coordinators & Teacher Aides. Student Services provide a more specialised level of support including Guidance Officer, School-based Youth Health Nurse, Community Education Counsellor, Youth Worker, School-based Police Officer, Work placement AO, Behaviour Support Teacher, Head of Junior Secondary and Head of Senior Secondary. The Heads of Department, Deputy Principals, and Principal also have the support of students and staff number one priority. There are numerous support programs targeting various individual and group student needs. The Student Organiser and website, contains policies & procedures that advise students about how to respond in various situations e.g. 'Anti-Bullying Policy'.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	79%	71%	90%
this is a good school (S2035)	76%	71%	88%
their child likes being at this school* (S2001)	85%	87%	80%
their child feels safe at this school* (S2002)	91%	74%	82%
their child's learning needs are being met at this school* (S2003)	75%	68%	71%
their child is making good progress at this school* (S2004)	81%	77%	82%
teachers at this school expect their child to do his or her best* (S2005)	89%	90%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	83%	84%
teachers at this school motivate their child to learn* (S2007)	75%	77%	76%
teachers at this school treat students fairly* (S2008)	62%	71%	75%
they can talk to their child's teachers about their concerns* (S2009)	82%	90%	86%
this school works with them to support their child's learning* (S2010)	71%	67%	85%
this school takes parents' opinions seriously* (S2011)	75%	61%	75%
student behaviour is well managed at this school* (S2012)	65%	52%	65%
this school looks for ways to improve* (S2013)	72%	64%	89%
this school is well maintained* (S2014)	87%	97%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	93%	96%
they like being at their school* (S2036)	85%	90%	88%
they feel safe at their school* (S2037)	82%	80%	86%
their teachers motivate them to learn* (S2038)	82%	80%	83%
their teachers expect them to do their best* (S2039)	93%	93%	98%
their teachers provide them with useful feedback about their school work* (S2040)	81%	89%	86%
teachers treat students fairly at their school* (S2041)	71%	69%	70%
they can talk to their teachers about their concerns* (S2042)	75%	73%	70%
their school takes students' opinions seriously* (S2043)	69%	71%	71%
student behaviour is well managed at their school* (S2044)	53%	61%	65%
their school looks for ways to improve* (S2045)	82%	83%	86%
their school is well maintained* (S2046)	79%	80%	73%
their school gives them opportunities to do interesting things* (S2047)	88%	91%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	96%	94%
they feel that their school is a safe place in which to work (S2070)	88%	98%	91%
they receive useful feedback about their work at their school (S2071)	80%	84%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	79%	84%
students are encouraged to do their best at their school (S2072)	93%	96%	97%
students are treated fairly at their school (S2073)	87%	89%	89%
student behaviour is well managed at their school (S2074)	67%	76%	78%
staff are well supported at their school (S2075)	84%	80%	81%
their school takes staff opinions seriously (S2076)	75%	69%	85%
their school looks for ways to improve (S2077)	87%	89%	95%
their school is well maintained (S2078)	95%	89%	88%
their school gives them opportunities to do interesting things (S2079)	91%	92%	94%

* 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

Parents are always welcome to be involved in their child's education. Aside from participation through P&C and ongoing two-way communication through the parentnet email list, the school hosts a number of events that give parents the chance to be involved in the education of their children. The school also has two parent teacher interview evenings in terms 2 and 3 along with a number of evenings regarding the selection of subjects for future years. Student Education and Training (SET) planning is conducted in consultation with each Year 10 student's parents. Throughout Years 11 and 12 students progress toward meeting their SET plan is monitored and reviewed. The school also provides workshops for parents to assist them with various aspects of parenting adolescents. A number of parents volunteer at tuckshop, library and in classes. The school has commenced using Parent Learning Walks to encourage engagement of the community into the school environment.

The school uses the Nationally Consistent Collection of Data tool to cater for students needs in consultation with the Parents/Caregivers of each child. There is a Teacher Aide employed to work with our students in care.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This includes:

- "Walk Away, Chill Out" program
- Positive Behaviours for Learning – Value of the week lessons
- Health Relationships sessions – Tablelands Sexual Health
- "Dr Bestmann Week" – Mental Health Awareness
- Kelly's Week – Domestic Violence
- Classroom curriculum presentations in Health and Physical Education Classes
- Good Start program
- Black Chicks Talking
- Brother Yarning
- Parent Walks – encouraging families to participate in the school

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	273	254	307
Long Suspensions – 6 to 20 days	16	5	10

Exclusions	3	2	5
Cancellations of Enrolment	24	5	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The use of the oval irrigation the drip irrigation system in garden beds allows for improved water usage. With the year having no wet season, the water usage was higher than in previous years. The solar panels generate 0.5% of the school's total electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	498,952	38,794
2014-2015	537,294	39,323
2015-2016	549,112	53,426

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

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	62	43	5
Full-time Equivalent	61	30	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	15
Bachelor degree	36
Diploma	6
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 \$26061.45

The major professional development initiatives are as follows:

- Literacy – strengthening reading and comprehension
- One School training
- First aid and safety training

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 81% 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).	83%	85%	82%
The attendance rate for Indigenous students at this school (shown as a percentage).	73%	75%	71%

*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%.

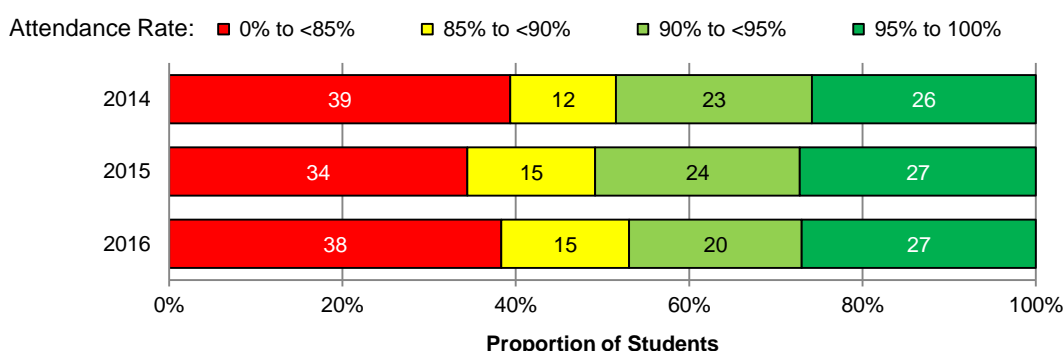
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									86%	86%	80%	82%	84%
2015								85%	88%	85%	84%	82%	87%
2016								85%	84%	83%	81%	81%	80%

*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.

Roll marking in every lesson using One School database providing a higher accountability around attendance and fractional truancy. Inconsistencies in roll marking are checked by office staff and report back to Teachers to complete roll marking. Extended absences are managed through exemptions for a set period of time. Parents are engaged in the process through home visits, phone calls, parent walks and letters home.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 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

Suburb, town or postcode

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	97	113	119
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	2
Number of students receiving an Overall Position (OP)	41	42	42
Percentage of Indigenous students receiving an Overall Position (OP)	25%	22%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	21	42
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	83	103	93
Number of students awarded an Australian Qualification Framework Certificate II or above.	15	43	68
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	77	101	105

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	42%	67%	77%
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.	78%	88%	81%
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.	93%	97%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	95%	94%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	8	11	13	9	0
2015	7	20	10	5	0
2016	5	20	9	8	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	77	5	10
2015	87	36	12
2016	41	49	23

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

- Certificate II in Rural Operations
- Certificate II in Resource and Infrastructure Work Preparation
- Certificate II in Hospitality
- Certificate II in Public Safety (Firefighting operations)
- Certificate II in Health Support Services
- Certificate II in Retail Cosmetics

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.	80%	87%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	52%	74%	46%

* 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:

<https://mareebashs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/OtherReports/Next%20Step%20Report%202016.pdf>

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 transition to work opportunities in the local community, attend other schools and seek further training. Students also transition interstate and to communities in remote areas.

