


QUEENSLAND STATE SCHOOL REPORTING - 2009

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. As well, elective programs are selected by students in the areas of Technology (including Robotics, Business, Manual Arts and Home Economics), Languages Other Than English (French), Visual and Performing Arts, and Sporting Excellence — Rugby League and Human Movement Studies. 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. Those who choose to join us will always be proud that they are a part of 'Magnificent Morayfield'.

School progress towards its goals in 2009

Our core business of teaching and learning reflects strong performance across the school from Year 8 to Year 12. 2009 NAPLAN data demonstrates significant student improvements across every domain between 6 and 8%. Further, students have moved upwards out of the lower achievement bands between 5.8 and 8.3%. Further, student movement into the upper two achievement bands has increased between 1.2% and 2.4%.

The school supported 69% of our students in achieving an OP 1-15, and substantially increased the number of students awarded VET certificates, with 65% of the accredited VET certification at Certificate 11 or 111 levels.

The Coalition with our 3 partner schools consolidated in 2009 with key developments being the P-12 Numeracy Plan to provide a streamlined and seamless progression of student learning in Maths throughout all schools in the cluster from Prep to Year 12; and working parties formed and active across Curriculum, Dimensions of Learning, Literacy, Numeracy, the Arts, e-Learning, Inclusion, Public Education and Workforce.

School wide professional development programs in ICT, literacy, numeracy and pedagogy (Dimensions of Learning) as well as faculty specific PD ensure that our staff are always fine tuning their professional work in the core business areas for our students, ensuring a skilled, professional workforce able to deliver quality student outcomes.

Future outlook

In 2009, Morayfield State High School has 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). One change has been that our Behaviour Management Review was completed in 2009, and our Senior Studies Review commenced in 2010.

Vision and Culture: A high performance culture maximises the value of human talent, organisational structures, systems and technologies to achieve set targets. In 2010, we will focus on establishing a culture that perpetuates performance oriented behaviours and focuses on continuous improvement.

Pedagogy: Academic achievement will increase through a strong focus on pedagogy. We will further engage all staff with the Dimensions of Learning as Morayfield State High School's school wide learning framework. Using the Dimensions of Learning Framework will assist teachers to eliminate the busy work and engage 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 are reviewing the current curriculum structures from Year 8 through to 12, with changes to be implemented from 2011. Work will continue to further enhance a comprehensive curriculum pathway that will allow us to maximise the learning opportunities for our students as they pass through our school, and deliver worthwhile options for students post-school, whether that be at University, apprenticeships and further vocational training or the world of work.

Literacy and Numeracy: Our continued focus on Literacy and Numeracy is producing great results in teacher professional development and service delivery to students, that translates into student success and learning. A Literacy Coordinator position, complemented by a new Numeracy Coordinator and a Differentiation Advisor position, will attune our focus on supporting individual student improvement no matter what level the student is working, whether he/she is in need of learning support, an academically talented student or anywhere in between.

Information and Communication Technology: New wireless networking, and the Digital Revolution rollout sees both staff and students connected and engaged in learning with ICT at unprecedented levels at Morayfield SHS. Our ratio is now one computer for every four students.

As well as this specific strategic agenda, the future outlook for the school also includes:

- The development of the Morayfield Coalition of Schools and Coalition Strategic Plan (2009 — 2011) that includes the following schools: Morayfield State High School, Morayfield State School, Morayfield East State School and Minimbah State School. The development of this coalition will ensure a comprehensive P-12 curriculum for our community, with a literacy framework prioritized for 2010 to complement the numeracy framework completed in 2008. Focus areas of the coalition will include: Literacy, Numeracy, Inclusive Education, Curriculum, ELearning, Dimensions of Learning, The Arts, Public Education and Workforce.
- The strengthening of community partnerships that enhance the opportunities and outcomes for our students, especially in the Senior School. These partnerships include local businesses, Brisbane North Institute of TAFE and Construction Skills Queensland.
- New school facilities under construction in 2010, and ready for commencement in 2011, include the completion of a Trade Training Centre for Building and Construction; and a Science and Technology Centre incorporating two new Science laboratories and two new robotics laboratories. Projects being undertaken in 2010 and ready for use during 2010 include Building the Education Revolution funding for the upgrading of P and R Blocks, extensive refurbishment of the Resource Centre through the Smart Schools Subsidy Scheme; upgrading the Multi-Purpose Hall to synthetic sport flooring, and an upgrade to technology access and facilities through the Digital Education Revolution funding.

Our school at a glance

School Profile

Coeducational or single sex: Morayfield State High School is Coeducational

Year levels offered: Years 8 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
1117	557	560	82%

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 (7%).

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

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	25	88%	63%	25%	12%
Year 11 – Year 12	17	98%	88%	10%	2%
All Classes	22	92%	72%	19%	8%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	261
Long Suspensions - 6 to 20 days	34
Exclusions	6
Cancellations of Enrolment	17

Curriculum offerings

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.

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 Trade Training Centre, and/or through partnerships with external providers such as TAFE and Skills Tech.

Individualised flexible learning environment in the Senior School, including School Based Traineeships and Apprenticeships, VET in schools programs, and work experience programs.

Our school at a glance

Curriculum offerings (continued)

Our distinctive curriculum offerings (continued)

Our goal is to develop and deliver relevant, engaging and meaningful curriculum programs through planned and sequenced learning experiences. We do this by providing a range of learning experiences and pedagogical practice that takes into account groupings of students, backgrounds, learning styles and abilities.

We are currently engaged in enhancing the learning and engagement experience for students by implementation of a whole of school learning framework — Dimensions of Learning. There are five dimensions within the framework and these dimensions are: 1. Attitudes and Perceptions, 2. Acquire and Integrate Knowledge, 3. Extend and Refine Knowledge, 4. Use Knowledge Meaningfully, 5. Habits of Mind.

Teachers require an array of teaching strategies as no single approach suits all situations. The use of information technologies is one aspect of this. IT is used to produce, analyse and process new and relevant information and not just used in information reproduction.

Extra curricula activities

The 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:

- The Student Leadership Program which operates through Years 10 to 12.
- Year 11 Leadership Camp
- Stage and Concert Bands
- Instrumental Music Program inclusive of a Strings Program
- 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
- Public Speaking and Debating competitions
- Mooting competitions – mock Legal public speaking
- Maths-Science Enrichment Camp
- School Musical productions
- Robotics
- World Challenge Expedition to Cambodia
- Rugby League Tour to Sydney
- National Competitions in an array of disciplines
- Hospitality and Chef competitions
- Drama Troupe
- Dance Troupe
- Entrants into Creative Generation Excellence Awards in Visual Art and Design
- Music Performance students: performances at Urban Music Country festival
- School choir

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are embedded in all curriculum programs across faculties at Morayfield State High School. Teachers use a variety of technologies to engage students in the classroom and to improve outcomes. 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 improve student outcomes. 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 Licenses during 2009 with more staff to be involved in this high level certification during 2010. Our school is systematically engaging staff with ICT Digital Certificate training to broaden the professional development base and deepen staff ICT training. The ratio of students to computers is 4:1.

Social climate

A copy of the "Responsible Behaviour Plan for Students" is available to members of the school community upon request. This is based on the Education Queensland "Code of School Behaviour".

Student care and welfare is supported by Form Teachers, Year Level Co-ordinators, Heads of Department and Heads of Year. In addition to this structure, the school has a Student Support Services faculty that consists of a Guidance Officer, Youth Support Co-ordinator, School Based Youth Health Nurse, School Chaplain, Youth Pathways Advisor, Community Education Counsellor, Co-ordinator Indigenous Education, School Based Police Officer, Pan Pacific Island Education Support, and ESL Teacher. The 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, career expos, participate in a leadership camp and for contact with local elders. These programs are expanding each year.

In measures of school climate in the School Opinion Surveys, students reported a 91% general satisfaction level. Reportable school climate areas of *feeling safe at school*, *being treated fairly at school*, *happy to go to this school* and *able to get involved in activities at this school* are all above 80% of high to very high satisfaction levels, and reinforce our inclusive and productive school learning environment.

Student Leadership is highly valued and encouraged at Morayfield State High School. A Student Leadership Program operates from Year 10 to 12 and the school is further developing this program for commencement in Year 8. 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 Council. Students in Year 10 and 11 are involved with Prefects in a variety of activities and as understudies.

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. School Opinion Survey results indicate that satisfaction with all aspects of school performance is increasing. Parent and student satisfaction with student outcomes and curriculum is above the average for the state, as it is for school climate. Parents and students indicate high levels of satisfaction with student discipline at the school; that their child is safe at this school and that students are treated fairly. Parents are very satisfied with the resources the school is providing for their student's education. Students are very satisfied with the learning climate in classrooms. Staff morale in the school is good and they are happy working at the school and believe it is a good place in which to work. Staff are very satisfied in their relationships with their colleagues, students, parents and the community. Their satisfaction with school operations is above state average.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	66%
Percentage of staff members satisfied with morale in the school	80%

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 provides a range of services to the school that include the operation of the Uniform / Bookshop and Tuckshop. The P & C meet monthly and are actively involved in the decision making processes of the school.

Parents are regularly invited to the school to participate in celebration events such as morning teas, awards presentations and formal events such as Anzac Day ceremonies and Graduation. Community representatives and parents are involved in the Triennial School Review where feedback provided and proposals made assist in guiding the future strategic direction of the school.

Parent Teacher Interviews are held twice annually and 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. Therefore, 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.

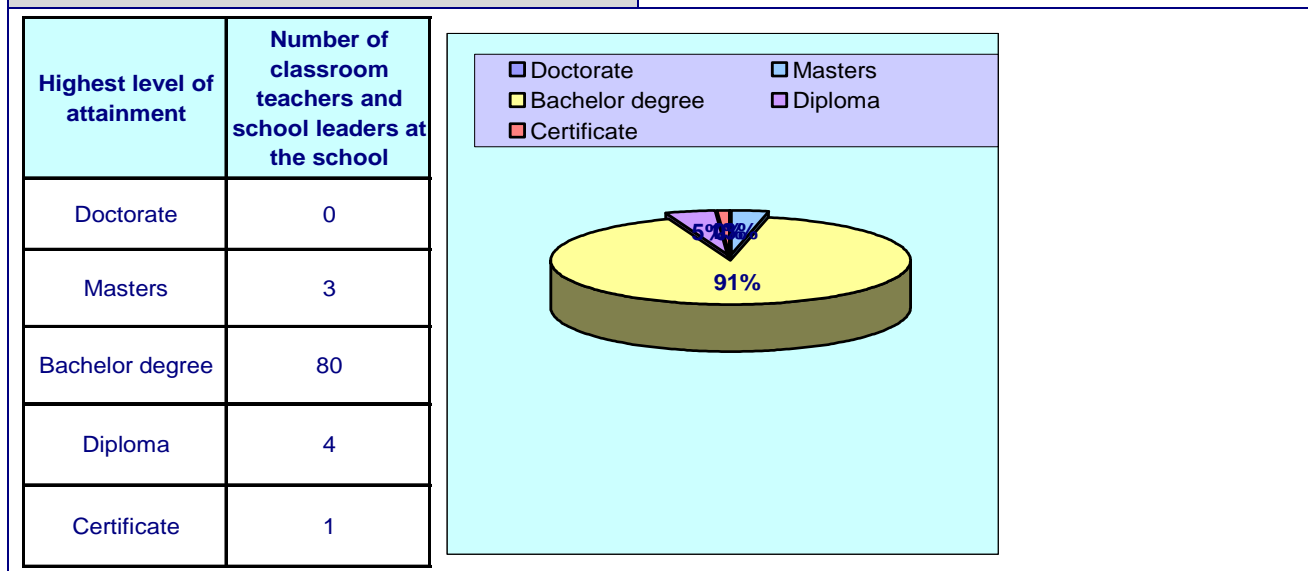
We value our parents as partners and key stakeholders in our education community. Working together, we can achieve quality outcomes for our students.

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	97	40	1
Full-time equivalents	90	28	0.4

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$59,804 .

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 2009 was 100%.

Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 97% of staff were retained by the school for the entire 2009 school year.

Value adding.

There were many highlights in the 2009 school year. Specific to our Year 12 cohort of 2009, we must celebrate that 3 of our students achieved the top academic score of an OP 1. Two of these students also secured UQ Excellence Scholarships of \$24,000 towards their undergraduate degree studies. The third secured a Vice Chancellor's Scholarship of \$6,000 at QUT. In addition to this, 96% of our students achieved a QCE and/or a VET qualification, with 66% of the VET qualifications at higher Certificate 11 or 111 standard.

In the Australian Schools Science Competition, from 87 participants the school received 8 distinctions and 28 credits. Six Morayfield SHS students were placed in the top 1% of Australian students in the National Geographic Channel Australian Geography Competition.

One of our students won the prestigious Indigenous SAT Apprentice of the Year. In the Hospitality field, one of our students won one of **The Hospitality Training Association's** \$22,000 Scholarships to attend the HTA's private (and prestigious) Brisbane College this year to complete a Diploma of Hospitality Management. There is three months in Europe tagged onto the end after graduation - to work in 4-5 star establishments and gain experience in whatever becomes the chosen area of specialisation.

These achievements highlight our ability as a school to prepare all of our students for academic pathways for future success.

The achievements of our students in the cultural area were diverse, numerous and outstanding. We formed a new coalition band with partner schools and undertook rehearsals, performances and workshops with well known musicians including Grant Collins and Russell Gray. Elise May from the world renowned Expressions Dance Company choreographed a year 11 Dance work for our students. Our Drama Troupe competed in Theatre Sports competitions and were involved in workshops delivered by the Sit Down Comedy Club and Zen Zen Zo Physical Theatre Company. The hit musical "Grease" was a further cultural highlight for our whole community.

In the sporting arena, Morayfield teams were Zone Sport Champions in girls volleyball, softball and rugby league, and boys futsal, touch and cricket. Girls netball, and senior boys rugby league teams were Metropolitan semi-finalists. The year 8 rugby league team was crowned Metropolitan Champions – best in South East Queensland!

Finally, the students of our school show care and concern for others. Each year, students are involved in a Christmas project that is run by Samaritan's Purse. Money is raised that is then used to purchase toys, jewellery, books and other items to fill Christmas boxes for boys and girls in less fortunate countries. Social Science students in the Middle School also donated money raised to buy an interactive toy for the Children's Ward of the local hospital.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 86%.

Student attendance for each year level

	Year 8	Year 9	Year 10
	88%	84%	82%

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 Administration 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 then are 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.

Parents are kept informed through phone calls and letters of series of absences, patterns of absences or unexplained random accumulations of absences (this includes late arrivals). 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.

Achievement – Year 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results for Year 9.

Domain	Measures	Yr 9	
Reading	Average score for the school in 2009	540	
	Average score for Australia in 2009	580.5	
	For the school the percentage of students at or above the national minimum standard.	2008	78%
		2009	84%
	For the school the percentage of students in the upper two bands	2008	5%
		2009	7%
Writing	Average score for the school in 2009	542	
	Average score for Australia in 2009	568.9	
	For the school the percentage of students at or above the national minimum standard.	2008	77%
		2009	84%
	For the school the percentage of students in the upper two bands	2008	8%
		2009	11%

Performance of our students

Achievement – Year 9 (continued)

National Assessment Program – Literacy and Numeracy (NAPLAN) results for Year 9.

Domain	Measures	Yr 9	
Spelling	Average score for the school in 2009	555	
	Average score for Australia in 2009	576.3	
	For the school the percentage of students at or above the national minimum standard.	2008	82%
		2009	90%
	For the school the percentage of students in the upper two bands	2008	14%
		2009	11%
Grammar and Punctuation	Average score for the school in 2009	540	
	Average score for Australia in 2009	573.5	
	For the school the percentage of students at or above the national minimum standard.	2008	77%
		2009	84%
	For the school the percentage of students in the upper two bands	2008	8%
		2009	6%
Numeracy	Average score for the school in 2009	554	
	Average score for Australia in 2009	589.1	
	For the school the percentage of students at or above the national minimum standard.	2008	88%
		2009	94%
	For the school the percentage of students in the upper two bands	2008	7%
		2009	8%

Performance of our students

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.	71%
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Outcomes for our Year 12 cohort of 2009

Number of students receiving a Senior Statement	136
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	52
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	16
Number of students awarded one or more Vocational Educational Training qualifications.	104
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	91
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	123
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.	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%

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
6	10	20	15	1

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
51	85	13

Post-school destination information

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