



Moranbah State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Moranbah State High School is a vibrant, innovative and inclusive learning community preparing students for "Tomorrow's Future Today". Our practices are based around our daily moral purpose to ensure that "every student, in every classroom, is learning, achieving and valued". We expect our staff and students to consistently uphold our four core values of Respect, Responsibility, Resilience and Relationships and are working to ensure that our school community is built on professionalism, continuous improvement and accountability. We aim to provide every student with a quality education that will not only match their career aspirations, but prepare them for their future as a resilient and connected citizen.

In preparing students for "tomorrow's future", our curricular and extra-curricular activities (including a nationally recognised Vocational Education and Training and School-based traineeship and apprenticeship program) are infused with the concepts of digital literacy and intercultural understanding. Our teachers are passionate, hard working and set high expectations for behaviour and learning. Moranbah State High School uses evidence-based teaching that encourages critical and creative thinking and develops learners that strive for excellence.

Moranbah State High School utilises the Mind Matters framework to guide our focus on student wellbeing. We know that student outcomes are enhanced when the learning environment is positive, respectful and supportive and this is why we adopt the Positive Behaviour Learning approach throughout the school, founded on consistent and high behavioural expectations. We believe that strong parent, teacher and student relationships are required to develop our positive school community.

Our Sports Development Programs combined with opportunities offered through our Arts & Cultural precinct provide students with a range of extra-curricular offerings. Our academically talented students are recognised through formal induction into our Exceed Scholars program, where mentoring to further extend student's thinking and pathway opportunities are highlighted.

Moranbah State High School is geographically located in the heart of the Queensland coal mining industry. We have a strong history of partnerships with key industries which provide innovative opportunities for our students, not available in many other schools across the state. Our Coalfields Training Excellence Centre is providing innovation in robotics, automation and engineering and ensuring training is linked to future pathways in local industries. Our new iCentre allows students flexible learning opportunities to widen subject choices whilst preparing for tertiary style delivery. We do not allow our geographic distance to prevent our students from receiving a first class education.

Our mission is to ensure that every student succeeds through an outstanding education that prepares students for tomorrow's future, today!

School progress towards its goals in 2018

In 2018, we continued to work on the three areas that "matter most" under our Strategic Plan:

- Students Matter
- Teacher's Matter
- Culture Matters

Our explicit improvement agenda in 2018 was twofold: 1.) to target the development of rigorous curriculum aligned to the Australian Curriculum and New QCE system in Senior Education; and 2) to build the culture and understanding across the school community in Positive Behaviour for Learning (PBL).

Below is a summary of the actions outlined in our Annual Implementation Plan, with comments on the successes and achievements that occurred throughout the Year.

STUDENTS MATTER

Strategy:	Data Literacy - Building student, teacher and leadership team capability in data literacy to ensure individual student improvement strategies are developed within a cycle of reflection.
Actions	We invested in the purchase of Track Ed

Implement student Personal Achievement Plans utilising the class notebook in which students set goals, track progress on R3 / R6 trackers and lead students / parents / teacher reporting conferences.	software to better track student performance data and to enhance our understanding of student goals. Every classroom built their data literacy with students and began to display student results (both achievement and attendance) on learning walls.
Continue whole school, cohort and classroom learning and data walls to develop interact learning tools to enhance student progress.	
Use targeted teaching informed by pre and post test data to improve student outcomes. Track effect size change with students.	
Utilise TrackEd software to effectively triangulate student performance to target intervention and extension.	
Strategy:	Attendance, Engagement and Transition - Implementing, reviewing and monitoring school wide attendance, engagement and transition to improve the culture of teacher and student accountability.
Actions	CARE teachers took an active role with House Coordinators to track attendance and implement attendance plans for students attending below the school target. SET Planning processes involved several community presentations and time was invested in ensuring a smooth transition for Year 10 to Senior (under a new system). Every Year 12 student engaged in a Mock Interview process that was supported by industry and local business in Term 1. This was followed up with Exit Interviews that occurred in term 4 to ensure that every student's pathway was discussed. Days of Excellence (a Primary School partnership) continued with a transition program in Term 4 for our incoming Year 7 students.
Streamline early identification of attendance by CARE and classroom teachers to initiate appropriate response/s.	
Regular SET planning reviews and early intervention to provide students with the opportunity to achieve a JCE and QCE.	
Target vulnerable students to ensure successful transitions (primary-secondary; junior secondary - senior; and senior to further education, training and employment).	
Conduct exit interviews with all Year 12s and early school leavers to ensure successful transition	

TEACHERS MATTER:

Strategy:	Curriculum & Assessment - Continuing to provide opportunities for teaching staff to ensure the consistency of judgements and effective use of the AC assessment standards.
Actions	Whilst the school did not commence cluster moderation, intensive moderation occurred in Term 3 and 4 across the school. Lots of conversations were had regarding the implementation of standards and examples of best practice.
Implement cluster moderation meetings of Year 10 Maths, English and Science assessment to enhance understanding of achievement standards and ensure comparability of standards.	
Embed department monitoring practices to ensure deep conversations regarding student performance against achievement standards.	
Pedagogy - Embedding a consistent pedagogical framework across the school	
Actions	In 2018, the school adopted an Explicit Instruction Coaching model where teachers were paired to "WOW" (Watch Others Work) in EI to build their ability in each of the phases
Provide professional development of Visible Teaching, Visible Learning Model	
Focus on a consistent Explicit Instruction (EI) model with warm-ups and learning goals as the focus	
Strategy:	Capability - Ensuring teacher capability focused on professional knowledge and practice of the Australian curriculum and general capabilities.

Actions	Extensive professional development was provided to teachers across the school in the New QCE system and syllabus implementation.
Ensure continuance of quality ongoing professional development in the unpacking of Australian Curriculum to enhance understanding of standards.	
SATE - Continued development of teacher capability and knowledge of senior syllabuses and new QCE leading to the development of quality assessment and teacher pedagogy for 2019	

Strategy:	Capability - Implementing a systematic whole-school approach to the provision of feedback, coaching and mentoring for all teaching staff	
Actions		Teachers were released off class in 2018 to engage in Classroom Profiling. Classroom Profiling assists teachers in managing the classroom environment and in the implementation of Essentials Skills in Classroom Management. Every teacher in our school engaged in this process
	Invest in release time for all teachers to engage in classroom profiling and coaching	
	Provide professional development on teaching strategies for ICP students (practicalities of ICP students in classrooms with at level students).	
Strategy:	Capability - Implementing a Beginning and Continuing Teacher professional development program to build capacity as effective leader of the classroom environment.	
Actions		Beginning Teachers were mentored throughout the entire year and allocated several levels of support. Our Master Teacher and Pedagogy Coach worked with them in a co-plan, co-teach model to ensure 100% successful transition from probationary status.
	Continue with fortnightly beginning teacher meetings and introduce monthly continuing teacher meetings that focus on quality curriculum, assessment and pedagogical practices.	

CULTURE MATTERS:

Strategy:	Positive School Culture - Developing and implementing a whole-school approach to wellbeing and resilience using the Mind Matter framework.	
Actions		PBL was the key focus across the school in 2018. House Leaders and CARE teachers worked every fortnight to explicit teach a “fortnightly focus” that was aligned to our Matrix of School Wide Expectations. Students were rewarded for positive behavior with the school’s VIVO program, postcards and commendation letters.
	Implement the 2018 Wellbeing plan with a PBL focus each term in classrooms	
Strategy:	Partnerships - Creating sustainable and innovative partnerships with parents, cluster schools, industry and community.	

Actions	We welcomed a “Communications Officer” (A02) to our school in 2018. This person ensured that our Facebook page was celebrating successes daily, with a parent update being published every week.
Develop a concise communications plan to ensure school events, processes, celebrations are known by parents and the community.	
Strategy:	High Performing Teams - Establishing high functioning, collaborative teams to develop professional capital and staff engagement in school decision making.
Actions	Our school’s Leadership engaged a coach, Doctor Peter Stebbins, to work with us in developing strategies to ensure we were functioning as a “high performing team”=. This investment saw the restructure of staff and leadership meeting with greater action and accountability.
Invest in leadership coach, Dr. Peter Stebbins, to work with our leadership team to develop cohesion, alignment and relational capability	

- One of the highlights from 2018 was our school captain, Katie Busk, being awarded the Central Queensland Student Trainee of the Year (at the QLD Training Awards). Moranbah State High School continues to be the shining light in our region for skills training and pathways planning. Katie is the fifth Moranbah High student to take out this award in consecutive years.

Future outlook

In looking forward to 2019, it is important to consider the successful and areas for improvement from 2018. Some of the successes have definitely been the preparation of students and parents for the implementation of a New Queensland Certificate of Education (QCE) and the work we continue to do in transition. This will be strengthened in 2019. Our NAPLAN data indicates a whole school approach to literacy is required, so preparations are underway to work with a literacy consultant in the upskilling of teachers to drive improvement in writing and feedback.

Our school numbers are continuing to grow and the reputation of our school is being strengthened. There is a positive vibe in the community and trust in the practices that are being implemented to ensure students at Moranbah SHS are receiving a first class education. Partnerships with local industry continue to strengthen as we commence work towards a Centre of Excellence in Engineering, Robotics and Automation.

Finally, we are well underway in the planning for our school’s first Performing Arts Centre. With a school musical scheduled for 2019, our aim is to build strength in our Performing and Visual Arts curriculum and delivery.

We are a wonderful school and this is an exciting place to be.

Felicity Roberts

Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	579	618	654
Girls	278	287	297
Boys	301	331	357
Indigenous	40	55	72
Enrolment continuity (Feb. – Nov.)	89%	94%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

By nature, Moranbah has generally been a transient community, dependent of the economic environment of the mining industry. Our enrolments in 2018 were 649 (having grown from 618 in 2017), with significant increases in Junior Secondary enrolments. 11.0% of students identified as Aboriginal or Torres Strait Islander and 5.7% with a verified disability.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	24	23
Year 11 – Year 12	17	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Moranbah State High School offered a broad curriculum in 2017, with the focus on the delivery of the Australian Curriculum in years 7 to 10. An overview of the curriculum offerings and structure in 2017 at Moranbah SHS is outlined below;

Junior Secondary

Year Level	Core subjects	Elective Subjects	School-based subjects studied by selected students
7	English, Mathematics, Science Humanities, Health & Physical Education, Japanese	1 elective per term from: <ul style="list-style-type: none"> - The Arts (Visual Art & Drama) - Technology (Digital Technology & Industrial Technology & Design, Home Economics) - Business 	- Wellbeing
8	English, Mathematics, Science Humanities, Health & Physical Education, Japanese	1 elective per term from: <ul style="list-style-type: none"> - The Arts (Visual Art & Drama) - Technology (Digital Technology & Industrial Technology & Design, Home Economics) - Business 	- Wellbeing
9	English, Mathematics, Science Humanities, Health & Physical Education	1 elective per semester (selected by the student): <ul style="list-style-type: none"> - Japanese - The Arts (Visual Art & Drama) - Technology (Digital Technology & Industrial Technology & Design, Home Economics) - Business 	- Wellbeing

Senior School Curriculum Offerings

Year Level	Core subjects	Elective Subjects	School-based subjects studied by all students
10	English, Mathematics, Science Humanities, Health & Physical Education	2 elective studied for 3 lessons per week from: <ul style="list-style-type: none"> - The Arts (Visual Art & Drama) - Technology (Digital Technology & Industrial Technology & Design, Home Economics, Graphics) - Japanese - Business 	- Certificate II in Skills for Work and Vocational Pathways
11	Students select from: English or English Communication Maths A, B, or Prevocational Maths	In 2018, we offered a range of subjects for students wishing to pursue an academic course of study or vocational pathway. Importantly we recognised and supported those students that wish to maintain a combination of both as they determine their final pathway. The unique programs offered at Moranbah, namely the M-STEP programs in Engineering, Business and Education Support, continues to receive recognition.	- Certificate II in Skills for Work and Vocational Pathways -
12	Students select from:		Certificate II in Self

	English or English Communication		Awareness (for selected students)
	Maths A, B, or Prevocational Maths		

Co-curricular Activities

Moranbah State High School maintains a commitment to provide opportunities for students beyond the classroom. Although student learning and outcomes are crucial, the development of the 'whole' child is an essential element of the programs offered at Moranbah SHS. Extra-curricular activities at MSHS fell into the three broad categories of sporting, cultural and academic.

Academic	Sporting	Cultural
<ul style="list-style-type: none"> • Annual Education and Careers Expo • Exceed Mentoring Program • National Mathematics Competition • ICAS Science Competition • National Chemistry Quiz • National English Competition • Days of Excellence – Moranbah Alliance • Multiple opportunities to participate in Excursions 	<ul style="list-style-type: none"> • Sports Development Program (Rugby League and Netball), which involved participation in the Mackay Schools Competition. The Year 8 boys took out the Mackay District Schools Rugby league Championship • Competed in the Central Highlands District Schools Rugby League competition for Year 8, U15 & Opens. • Competed in the Central Highlands District Schools Netball competition for Year 8, U15 & Opens. • Competed in the Central Highlands District Schools Rugby Union competition for U13, U15 & Opens. • Participated in a variety of District and Regional Sports trials with many students gaining selection. • Swimming, Cross Country & Athletics Carnivals were successful with large participation numbers in attendance. 	<ul style="list-style-type: none"> • Annual art exhibition • Instrumental Music Program • Bell Shakespeare visiting performances • Arts Council Visits • Queensland Youth Orchestra • Run for MI Life • Relay for Life • Wellbeing Expos (held each term)

How Information and Communication Technologies are used to Assist Learning

In 2018, Moranbah SHS continued as a BYODx school, with all students requiring a device (laptop) in classes. Teachers used Class Note Book for their curriculum areas and we adopted a consistent school wide approach to the use of OneNote to structure note-taking. 2018 continued the use of digital textbooks, with a subscription to Jacaranda online for students to access digital texts in all subject areas. Some other notable mentions include:

- Using software to professionally organize and present presentations as part of learning experiences.
- Teaching specialist software necessary for industry and commercial uses
- Learning about and / or participating in blogs and online forums
- Experiencing modern technological applications (for example, robotics)
- Capturing, collating and analyzing data
- Learning about the social and ethical implications of technological use

- Robotics and drone technology was purchased and explored in Digital Technology classrooms
- Offering Certificate III in Remote Pilot (Drones) for the first time with a select group of Year 10 and 11 students.

Social climate

Overview

Moranbah State High School has a deep commitment to the safety and wellbeing of all students, teachers and visitors to our school. Our four core values of Respect, Responsibility, Resilience and Relationships were critical to maintaining a positive school environment. Some of the highlights in 2018 included:

- A formalized Student Wellbeing Team continued to operate in the school to drive the wellbeing focus. A formalised Student Learning and Wellbeing Plan was written in consultation with Regional office staff.
- The introduction of an additional HPE lesson in Years 7, 8 and 9 to drive wellbeing education.
- A Wellbeing Expo in Term 1 to address student social and emotional wellbeing
- A Mental Health Week Expo was also introduced to bring attention to the importance of mental health in adolescents.
- Funding was allocated to the appointment of a Youth Support Coordinator and Chaplain that worked in collaboration with the Guidance Officer and School Based Youth Health Nurse.
- A formal Social Justice committee to case manage students with social-emotional needs
- Engagement of External Support Agencies has allowed for students to find different avenues to address concerns and issues

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	79%	83%	77%
• this is a good school (S2035)	79%	90%	79%
• their child likes being at this school* (S2001)	79%	84%	75%
• their child feels safe at this school* (S2002)	85%	84%	79%
• their child's learning needs are being met at this school* (S2003)	80%	83%	72%
• their child is making good progress at this school* (S2004)	81%	86%	79%
• teachers at this school expect their child to do his or her best* (S2005)	92%	90%	87%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	85%	81%
• teachers at this school motivate their child to learn* (S2007)	70%	76%	79%
• teachers at this school treat students fairly* (S2008)	72%	75%	62%
• they can talk to their child's teachers about their concerns* (S2009)	81%	90%	85%
• this school works with them to support their child's learning* (S2010)	85%	92%	77%
• this school takes parents' opinions seriously* (S2011)	82%	79%	76%
• student behaviour is well managed at this school* (S2012)	62%	69%	57%
• this school looks for ways to improve* (S2013)	88%	96%	80%
• this school is well maintained* (S2014)	87%	88%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	85%	92%	83%
• they like being at their school* (S2036)	69%	94%	81%
• they feel safe at their school* (S2037)	74%	96%	87%
• their teachers motivate them to learn* (S2038)	80%	87%	86%
• their teachers expect them to do their best* (S2039)	90%	97%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	80%	96%	85%
• teachers treat students fairly at their school* (S2041)	55%	80%	73%
• they can talk to their teachers about their concerns* (S2042)	69%	77%	69%
• their school takes students' opinions seriously* (S2043)	59%	86%	79%
• student behaviour is well managed at their school* (S2044)	55%	79%	69%
• their school looks for ways to improve* (S2045)	82%	96%	93%
• their school is well maintained* (S2046)	77%	92%	88%
• their school gives them opportunities to do interesting things* (S2047)	75%	94%	86%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	98%	93%
• they feel that their school is a safe place in which to work (S2070)	95%	92%	98%
• they receive useful feedback about their work at their school (S2071)	82%	85%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	55%	72%	71%
• students are encouraged to do their best at their school (S2072)	89%	90%	96%
• students are treated fairly at their school (S2073)	91%	88%	96%
• student behaviour is well managed at their school (S2074)	73%	77%	88%
• staff are well supported at their school (S2075)	79%	73%	86%
• their school takes staff opinions seriously (S2076)	84%	81%	91%
• their school looks for ways to improve (S2077)	96%	98%	100%
• their school is well maintained (S2078)	93%	94%	96%
• their school gives them opportunities to do interesting things (S2079)	89%	94%	80%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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 at the school are engaged in a variety of ways. In 2018, the highlight was the *Education and Career Planning* day where every student and parent across the school had an assigned interview about the student's progress. This included the SET Planning process for senior students. Coupled with the additional celebration events such as the EXCEED ceremony to recognise high achievers. The tracking of students through academic, social and attendance strategies is thorough with parents involved in every step of the process. In 2018, parent information sessions were held at regular points providing information about the changes to Senior Education from 2019.

Any student requiring adjustment to curriculum (through the Individual Curriculum Planning process) or support for wellbeing, had a formal meeting with parents. These meetings formalized discussions and had parents sign off on agreed plans.

Respectful relationships education programs

In 2018, the school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These programs include Wellbeing programs (based on the HPE Australian Curriculum in Years 7 – 10) and a range of programs based on respectful relationships in Senior. Our Year 10-12 students completed the Love Bites program, Party program (through the Royal Brisbane Hospital) and Positive Mental Health (delivered by Headspace). Our Year 10 students engaged in Teen Mental Health First Aid Training (with the plan for all other year levels to do this program in 2019). To complement these whole year level programs, several wellbeing support programs were run throughout the year with identified students, including:

- Shine Program
- Girls with a Purpose
- Deadly Choices
- Drumbeat

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	69	84	123
Long suspensions – 11 to 20 days	2	5	3
Exclusions	1	0	0
Cancellations of enrolment	2	0	2

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Staff are encouraged to consider the school's environmental footprint. In 2018 clear entry and exit procedures were documented to ensure lights and air coolers were switched off at the completion of each lesson. As the school moved to a more digital landscape, paper useage and photocopying was significantly reduced across the school. The school also uses recycled water on lawns and ovals to reduce any usage of town water. It was a dry year in

Moranbah in 2018, and additional watering occurred to ensure that the oval and grounds were kept suitable for students.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	317,826	132,105	
Water (kL)		22	4,323

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	54	29	<5
Full-time equivalents	53	21	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	0	
Graduate Diploma etc.*	0	
Bachelor degree	54	
Diploma	0	
Certificate	11	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$47232

The major professional development initiatives are as follows:

- * Leadership Coach – Dr. Peter Stebbins
- * QCAA Professional Development for the New QCE
- * Essential Skills in Classroom Management
- * Leadership development
- * QELi Leadership and Coaching programs
- * QCAA Workshops (Australian curriculum and achievement standards)
- * PBL Training
- * Positive Behaviour Conference

This was coupled with extensive professional development provided by the school's Master Teacher and Pedagogy Coach.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	88%
Attendance rate for Indigenous** students at this school	91%	89%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

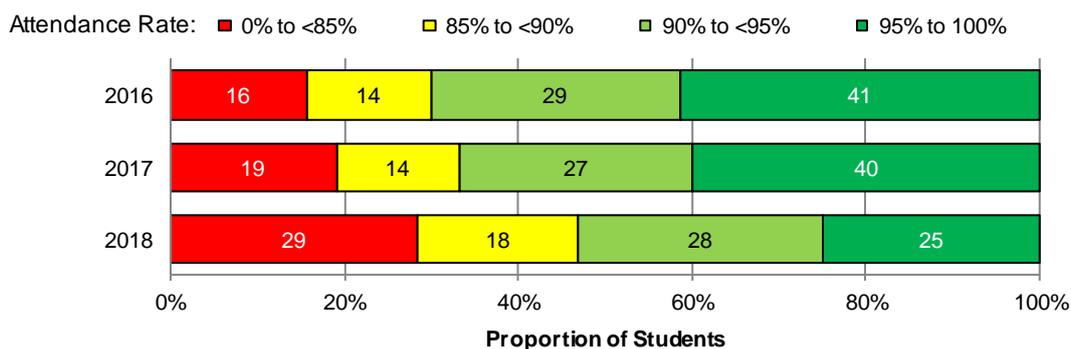
Year level	2016	2017	2018
Year 7	94%	93%	91%
Year 8	93%	91%	89%
Year 9	91%	90%	86%
Year 10	90%	89%	87%
Year 11	89%	89%	85%
Year 12	88%	91%	88%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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

Our attendance practices are supported by:

1. Absences being identified quickly and accurately (through OneSchool Roll-marking processes every period)
2. Prompt follow up (through text messaging and phone calls)
3. Setting high expectations with the community regarding attendance.

There are 4 levels of attendance monitoring at MSHS:

LEVEL 1:

Implementation of an attendance policy which records and follow up student absence with same day notification.

LEVEL 2:

ATTENDANCE TEAM (including Attendance Officer, Indigenous Support Officer, House Coordinators and Deputy Principals) MONITORS STUDENT NON-ATTENDANCE AND PATTERNS OF NON-ATTENDANCE
The Attendance Officer will generate attendance data at the end of each day and week to be analysed.
Analysis will aim at identifying absenteeism trends and individual students with high levels of absenteeism.

LEVEL 3:

ATTENDANCE TEAM IDENTIFY AND ADDRESS CHRONIC ABSENTEEISM AND SCHOOL REFUSAL
Possible Responses:
School notifies parents of their legal obligations and the importance of schooling
Encourage parents to seek support from and communicate regularly with teachers and the school
DP and support team conduct home visits where appropriate
Complete Enforcement of Attendance process

LEVEL 4:

COLLABORATE WITH OTHER AGENCIES

The school alone may not be able to address all of the needs of the student (e.g. domestic violence at home, child abuse). Moranbah SHS will work with the family and liaise with other agencies such as:

- Department of Education and Training (DET)
- Department of Communities
- Queensland Police
- Other relevant non-government agencies

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	62	96	91
Number of students awarded a QCIA	1	2	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	61	94	87
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	17	27	29
Percentage of Indigenous students who received an OP	0%	43%	30%
Number of students awarded one or more VET qualifications (including SAT)	61	94	87
Number of students awarded a VET Certificate II or above	61	94	87
Number of students who were completing/continuing a SAT	14	31	24
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	76%	70%	48%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	98%	96%
Percentage of QTAC applicants who received a tertiary offer.	94%	97%	83%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	5	2
6-10	4	2	6
11-15	7	12	6
16-20	4	7	11
21-25	0	1	4

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	24	34	12
Certificate II	61	94	87
Certificate III or above	19	27	22

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students at Moranbah SHS completed VET qualifications in the following:

- Certificate III in Fitness
- Certificate III in Education Support
- Certificate I in Engineering
- Certificate II in Engineering Pathways
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Business
- Certificate II in Self Awareness
- Certificate I and II in Hospitality
- Certificate II in Tourism
- Certificate II in Resources and Infrastructure Operations
- Certificate III in Remote Pilot

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	75%	80%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	25%	88%	140%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Predominately, most early leavers are due to families moving from the town for employment reasons. Other reasons include obtaining work or seeking further training.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

https://moranhshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/admin%20documents/2135_MoranbahStateHighSchool_NextStep2018_Summary.pdf

Conclusion

The focus for 2018 was "Being Kind" (our 2018 Year 12 theme). Essentially, the priorities were around getting our behavior expectations established and redefining quality curriculum expectations – being kind to ourselves, to others and to our school community. Our learning focused classrooms produced fantastic results and saw students grow in a supportive school community.