



Ayr State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Ayr State High School was founded in 1937 and still remains the largest Secondary School to service the Burdekin district, one of the richest sugar producing areas in Queensland. Ayr State High has a proud tradition of academic excellence and service to our community. Ayr State High caters for the Junior Secondary phase of learning (Years 7, 8 and 9) and the Senior Secondary phase of learning (Years 10, 11 and 12). Our School maintains an enrolment of approximately 500 students. Our students come to us from 10 partner schools.

Ayr State High looks to make a difference in all of our students' lives so they develop into responsible, informed and valued citizens. We are committed to High Expectations. We have a strong belief that every child has the right to education and, every student can learn and achieve at a high level. This is articulated in our belief statement **SUCCESS: Every Student, Every Day.**

Ayr State High is focused on ensuring all students have access to high quality teaching, focused on the development of Literacy and Numeracy skills across the curriculum.

Ayr State High is committed to providing a Positive Learning Environment where all members of our School community accept responsibility for the wellbeing of others. We believe everyone deserves to feel safe, valued and respected and this is achieved through the development of quality relationships and the valuing of difference. We recognise and promote an education model that enables quality outcomes for students in a partnership involving students, parents, teachers and the wider community.

Ayr State High offers curriculum in alignment with the Australian Curriculum as well as an extensive range of Authority, Authority Registered (Study Area Specifications and TAFE/VET) subjects for students. We provide programs for verified Students with Disability that are inclusive and focused on individual needs. We also provide intervention programs to support students in Literacy and Numeracy. We offer a wide variety of extracurricular activities including Rostrum Voice of Youth public speaking, National and International Youth Science forums, Young Diplomats program, QUT STEM programs and ICAS English, Mathematics and Science programs.

Ayr State High also has a strong tradition of offering a wide range of co-curricular activities including School Musicals, Choir, Drama Festival, Instrumental music including concert and jazz bands, Student Council, Interact Club, industry placements, district and regional sports.

Graduates of Ayr State High will embrace the future as confident, caring citizens who value personal excellence.

Ayr State High is committed to a continuous improvement cycle. Our School motto, "We Strive for Better Things" is evident in the attitude of the total school community.

Principal's Foreword

Introduction

Ayr State high school is committed to providing the best possible educational outcomes for our students. We understand that there are key domains in schools practice that help provide consistently high outcomes. These domains are outlined in the National School Improvement Tool. In 2016 we were focused on the domains of An Explicit Improvement Agenda, A Culture that Promotes Learning and Analysis and Discussion of Data. We overlaid these domains over the work identified in our 4 year Strategic plan and School review to develop 2016 School Improvement agenda.

This report contains a report on Ayr State High Schools' progress on its improvement agenda as well as specific sets of data highlighting school performance for the 2016 school year.

School Progress towards its goals in 2016

Key Priority 1: Develop and Implement a Positive Learning Environment (<i>Strategic Plan 2016-2019</i>)	
Strategies	Progress
<ul style="list-style-type: none"> • Implement Responsible Behaviour Plan for Students (RBP) • Develop local consultative group • Develop and implement Assessment Literate Learner practices • Implement strategies to improve school-wide behaviour • Implement school wide Wellbeing Program • Develop and Implement Positive Behaviour for Learning (PBL) practices school wide 	<ul style="list-style-type: none"> • Teachers provided with Professional Development (PD) on RBP and implementing with fidelity. • Continued engagement of Parents and Citizens Association • Teachers provided with PD on Assessment Literate Learner Policy and Procedures. • Assessment Literate Learner Practices evident across all subject areas. • Teachers utilizing Essential Skills in classroom management strategies • Synchronised induction sessions on School-wide expectations delivered to students 7-12 • "At Risk" students case managed by student support team • Wellbeing Program delivered to students in Years 7-12 is timetabled in to weekly structure. • PBL signage developed and displayed in all classrooms • Hawk Point positive reward system continued to be implemented • Staff provided with further PD
Key Priority 2: Implement a strong instructional leadership process to support the consistent implementation of the school's Pedagogical Framework (<i>Strategic Plan 2016-2019, School Review 2015</i>)	
Strategies	Progress
<ul style="list-style-type: none"> • Develop and implement instructional leadership across all levels of leadership • Develop and implement coaching and mentoring systems school wide. 	<ul style="list-style-type: none"> • All members of Senior Leadership Team (SLT) engaged with PD focused on instructional leadership • SLT members delivering PD to staff on improving educational practice • SLT members performing classroom walkthroughs with feedback. • Continued development in process in 2017
Key Priority 3: Develop and implement strategies to improve student reading and writing capacities in Years 7-9 (<i>School Review Action Plan 2015</i>).	
Strategies	Progress
<ul style="list-style-type: none"> • Implement explicit Literacy teaching strategies 	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> • Continued engagement with Pat Hipwell • Continued development of Directed Reading – Thinking Activity (DR-TA) strategies with staff • DR-TA strategies implemented into classroom across subject areas. • Writing <ul style="list-style-type: none"> • Continued development of writing strategies within subject contexts

	<ul style="list-style-type: none"> • A targeted program of unpacking reading and writing requirements in years 7-9 Science provided PD to teachers and impacted classroom delivery.
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Future Outlook



AYR STATE HIGH SCHOOL

2017 EXPLICIT IMPROVEMENT AGENDA

SUCCESS:

EVERY STUDENT

EVERY DAY.

	High Expectations	Positive Learning Environment
Priority 1 Classroom Practice	<ul style="list-style-type: none"> • Implement QT&L Framework—Gradual release of responsibility phase • Embed the teaching of reading through DR-TA strategies across all faculties • Implement systematic observations and coaching cycles performed by all SLT members and Peer instructional rounds across all faculties 	<ul style="list-style-type: none"> • Embed Essential Skills in Classroom Practice and monitor through Classroom Profiling across all faculties. <input type="checkbox"/> Develop and implement <i>Higher order thinking strategies</i> • Embed Assessment Literate learner processes with a focus on feedback allow for development of Student led conferences
Priority 2 Shared Vision	<ul style="list-style-type: none"> • Deeply engage whole school community in belief statement <i>SUCCESS, EVERY STUDENT, EVERY DAY.</i> • Develop and share “<i>Statement of Intent</i>” • Improve Indigenous Attendance 	<ul style="list-style-type: none"> • Implement learnings and practice to develop Staff Wellbeing • Develop and share “<i>Ayr High Learner</i>” • Develop and Implement targeted professional development for Teacher Aides to better inform classroom practice.
Priority 3 Community Confidence	<ul style="list-style-type: none"> • Develop and Implement Ayr SHS JCE/JCIA • Engage expertise to develop school marketing plan • Develop and implement Community engagement plan 	<ul style="list-style-type: none"> • Collaboratively review and amend Responsible Behaviour Plan for Students with whole school community

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	514	243	271	84	93%
2015*	571	275	296	99	90%
2016	507	247	260	97	91%

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 students of Ayr State High School come from a range of backgrounds. The Burdekin region itself is a strong agricultural region and many of our students come from farming backgrounds that range across livestock to small crops with sugar cane being the most prevalent. The majority of our student's families are involved in industries that support the production of sugar at the 4 sugar mills in the district. The Burdekin region has a strong Italian and Greek population and a varying socio-economic profile consisting of high earning farming families and professional occupations, to middle income families. Ayr State High has an increasing number of low socio-economic families engaged within its community. Indigenous enrolment has risen to almost 17% with indigenous students coming from an indigenous community that is made up of local Aboriginal, Torres Strait Islander and South Sea Islander heritage as well as transient families from western Queensland communities. Ayr State High School also caters for Students with Learning Difficulties who have a range of low level intellectual and or physical impairments and students with learning difficulties.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	22	20
Year 11 – Year 12	16	17	17

*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

Ayr State High has a broad range of curriculum offerings available in the senior school tailored to provide all students with a strong opportunity of entering into further study or paid employment upon completion of Year 12.

Senior Secondary (Years 11&12)

Our Senior School offerings are characterized by a;

- Strong Academic focus enabling access to high quality OP scores that lead onto a wide range of university courses. Subjects offered cover the areas of ;
 - English
 - Mathematics – Mathematics A,B &C
 - Sciences – Chemistry, Physics, Biology
 - Performing Arts – Music and Drama
 - Visual Arts
 - Humanities
 - Business/IT
 - Design
 - Health and Physical Education
- These subjects are supported by a broad range of Authority Registered Subjects linking more practical skills to employability. Subjects range across
 - Mathematics
 - English
 - Science
 - Technology and Design
 - Performing and Visual Arts
- Broad range of VET offerings linked to local employment opportunities in areas such as;
 - Engineering
 - Automotive
 - Hospitality
 - Construction
 - Business
 - Fitness

Junior Secondary (Years 7, 8, 9, &10)

Our Junior School program is focused on developing the foundation knowledges and skill to enable success in the senior years. In the junior school our subject offerings consist of Australian Curriculum offerings in

- English
- Mathematics
- Science
- History
- Economics and business
- Health and Physical education
- Geography.

Our curriculum enables all students in years 7 &8 to sample the full suite of elective subjects in which they can then specialise in in years 9 & 10. These subjects include;

- Industrial Technology and Design
- The Arts – Drama, Visual Art, Music
- Design and Technology
- Digital Technology

Inclusive Education

Ayr State High School offers a fully staffed Special Education Program for verified Students with Disability. These inclusive programs are tailored to meet the needs of the individual student through Individual Curriculum plans (ICP). These plans are collaboratively developed between staff and parent/carers.

Non verified students who display significant gaps in learning are also supported through the ICP process to have their curriculum modified to an age appropriate level, allowing them to have success and importantly further develop their understanding within the targeted curriculum area.

We also offer a Reading intervention program to support students who have transitioned to secondary school with low reading levels. This program is offered to students in Year 7 and runs until the individual student is reading at an age appropriate level.

Co-curricular Activities

Ayr State High School offers many extra-curricular activities across a wide range of areas including;

- **Performing Arts**
 - Music including Instrumental Music, Choirs, Concert and Jazz Bands
 - Drama including participation in Burdekin Schools Drama Fest, School Musical Productions
- **Sport**
 - Students participate in a 3 way interschool competition across a variety of sports across all year levels.
 - Students participate in a range of district, regional, State and National representative sports
- **Academic/cultural**
 - Students participate in a number of activities and competitions involved in the further development of literacy numeracy, science and engineering, legal and civics areas
 - Students can also participate in the New Zealand excursion
 - Leadership development activities and camps
 - Students participate in School Musicals, Drama Fest, Burdekin Eisteddfod in Choir, Jazz and Concert bands.
 - Students also have Artwork displayed regional gallery exhibitions
- **Civic Pursuits**
 - Through involvement with the Interact Club students are able to lead or support many fundraising ventures for charity organisations.

How Information and Communication Technologies are used to Assist Learning

Ayr State High school is strongly committed to developing the students' ICT skills. We believe this will be achieved through a strong focus on digital pedagogies and ensuring student access to technology devices.

The school has a significant financial commitment to the provision of a range of devices from laptops to desktops available in various forms including Laptop Trolleys as well as dedicated computer labs.

We have invested heavily to develop our network capability to manage BYOX Devices. We continue to work hard with our community to provide information and advice to encourage families to enter our BYOX program. This has been a success with over 130 students participating.

We have a strong commitment to continue to up-skill our staff to enable high quality integration into the curriculum. With a focus on developing skills to support the implementation of the Digital Technology curriculum.

Social Climate

Overview

Ayr State High is committed to the development of a Positive Learning environment. We understand that key to this is supporting students in the development of their own wellbeing. Our Wellbeing program is research-based and supports the concepts of Positive Psychology, growth mindsets and the developing of resilience within each individual.

Our wellbeing program is integrated into the student's timetable.

The wellbeing program is further augmented through our Family House Group Pastoral Care Program and support from our strong student support team comprising of Behaviour management Teacher, Community Education Counsellor, School Chaplain, Youth Support Worker, School Based Youth Health Nurse and Guidance Officer we endeavour to support students through their schooling years. This team takes a case management approach to meeting individual students' needs whether they are Social/emotional, mental health, academic, behavioural or health and wellbeing related.

Ayr State High School takes a strong stand against bullying in any form. We continue to develop and deliver explicit lesson devoted to developing students' social skills focussing on our learner code of Safe, Respect and Personal Best The School wide Positive Behaviour System is working through developing supportive positive methods to reinforce appropriate student behaviour.

Whilst we have a growing enrolment of students coming from dysfunctional or trauma based backgrounds, our program has seen significant drop in negative behavior incidences and disengagement from schooling.

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)	100%	92%	89%
this is a good school (S2035)	97%	85%	88%
their child likes being at this school* (S2001)	100%	85%	91%
their child feels safe at this school* (S2002)	100%	90%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	97%	92%	84%
their child is making good progress at this school* (S2004)	97%	90%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	90%	89%
teachers at this school motivate their child to learn* (S2007)	94%	81%	88%
teachers at this school treat students fairly* (S2008)	85%	81%	74%
they can talk to their child's teachers about their concerns* (S2009)	97%	90%	89%
this school works with them to support their child's learning* (S2010)	97%	83%	88%
this school takes parents' opinions seriously* (S2011)	91%	77%	86%
student behaviour is well managed at this school* (S2012)	86%	69%	66%
this school looks for ways to improve* (S2013)	97%	89%	86%
this school is well maintained* (S2014)	94%	83%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	94%	94%
they like being at their school* (S2036)	90%	97%	93%
they feel safe at their school* (S2037)	91%	95%	92%
their teachers motivate them to learn* (S2038)	83%	97%	93%
their teachers expect them to do their best* (S2039)	93%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	97%	91%
teachers treat students fairly at their school* (S2041)	71%	85%	75%
they can talk to their teachers about their concerns* (S2042)	77%	85%	84%
their school takes students' opinions seriously* (S2043)	81%	89%	81%
student behaviour is well managed at their school* (S2044)	74%	80%	63%
their school looks for ways to improve* (S2045)	92%	97%	92%
their school is well maintained* (S2046)	84%	97%	94%
their school gives them opportunities to do interesting things* (S2047)	91%	91%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	87%	93%
they feel that their school is a safe place in which to work (S2070)	98%	91%	98%
they receive useful feedback about their work at their school (S2071)	71%	62%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	78%	81%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	96%	91%	95%
students are treated fairly at their school (S2073)	92%	78%	85%
student behaviour is well managed at their school (S2074)	78%	49%	68%
staff are well supported at their school (S2075)	86%	47%	67%
their school takes staff opinions seriously (S2076)	77%	51%	82%
their school looks for ways to improve (S2077)	96%	80%	95%
their school is well maintained (S2078)	63%	60%	83%
their school gives them opportunities to do interesting things (S2079)	90%	69%	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.

Parent and community engagement

We continue to invite parents to be involved with the school community in traditional ways including parent/teacher and information evenings, awards ceremonies and the school's P&C association. We have continued to run Indigenous Parent Information meetings. These meetings are successful in both sharing information but also gaining valuable feedback from our parents.

We have developed a school Facebook page which has provided another positive way that we can communicate with our school community.

In 2016 we restarted a Burdekin based Year 10 Careers day which had local employers present to students from both Ayr State High and Home Hill State High. This was a very successful event. We are extending on that idea by again providing the Careers day but also a Parent and Student Apprenticeship evening where local employers will outline key skills and strategies to be used to acquire an apprenticeship.

We continue to support and actively encourage parents to become involved directly with their child's education. This is achieved through face to face meetings and phone conversations and where willing through electronic media. We are committed to further developing effective methods to engage parents in their child's education.

We work closely with parents on students who have Individual curriculum plans. Communication is on a regular basis and is focused on developing a partnership to provide positive outcomes for the student.

Respectful relationships programs

Integrated into our Wellbeing program we discuss a broad range of topics to do with personal safety and awareness. Topics covered include Drug and Alcohol education, Cyber Safety, Respectful Relationships, Sexual Safety and Appropriateness and Domestic Violence.

We expect all students to actively demonstrate our values through the enactment of our Learner Code which is Safe, Respect and Personal Best. We do not tolerate physical violence or verbal aggression in any shape or form. We actively engage students with conflict resolution strategies.

We also provide students with a multi-layered support network that allows them options when it comes to reporting any issues. Our staff are well trained and proactive in reporting any Child Safety concerns through the appropriate reporting mechanisms.

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

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	145	287	159
Long Suspensions – 6 to 20 days	11	28	6
Exclusions	0	1	0
Cancellations of Enrolment	9	10	10

* 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

Ayr State High has looked to reduce its electricity usage by upgrading "box" style air-conditioning units with inverter split systems. We have also looked at shut down procedures and our consumption over the school holiday period. This has seen a reduction in electricity usage.

We have also started a roll out of automated irrigation systems throughout the grounds. This should save water as it will not be reliant on human control over weekend and holiday periods.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	333,009	10,610
2014-2015	360,789	17,070
2015-2016	269,701	

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

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 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	53	31	<5
Full-time Equivalent	49	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	44
Diploma	5
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 \$101,700.

The major professional development initiatives are as follows:

- o Developing teacher Clarity through curriculum unpacking
- o Reading through the Directed Reading – Thinking Activity approach
- o Developing Leadership expertise
- o Senior Secondary subject based curriculum PD.
- o Developing Positive Learning Environment

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.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% 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).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	83%	82%

*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%.

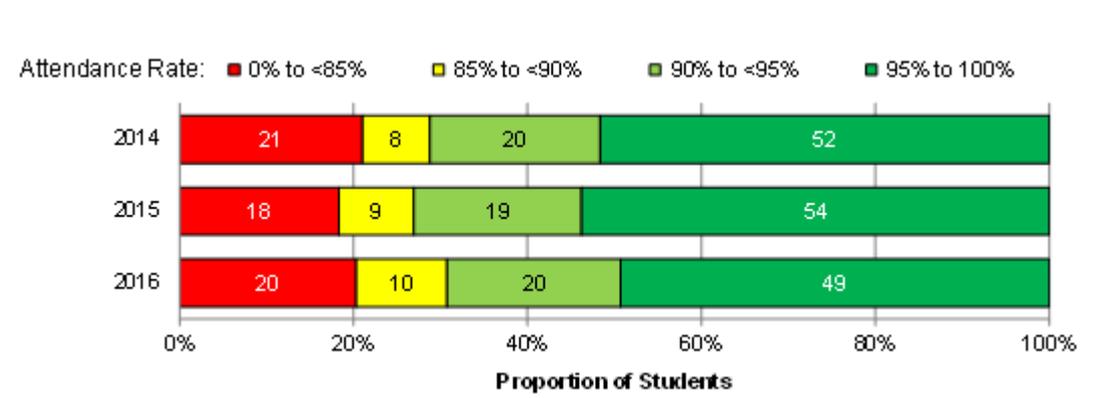
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	90%	89%	91%	93%
2015								95%	91%	89%	90%	90%	90%
2016								91%	91%	88%	88%	91%	90%

*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

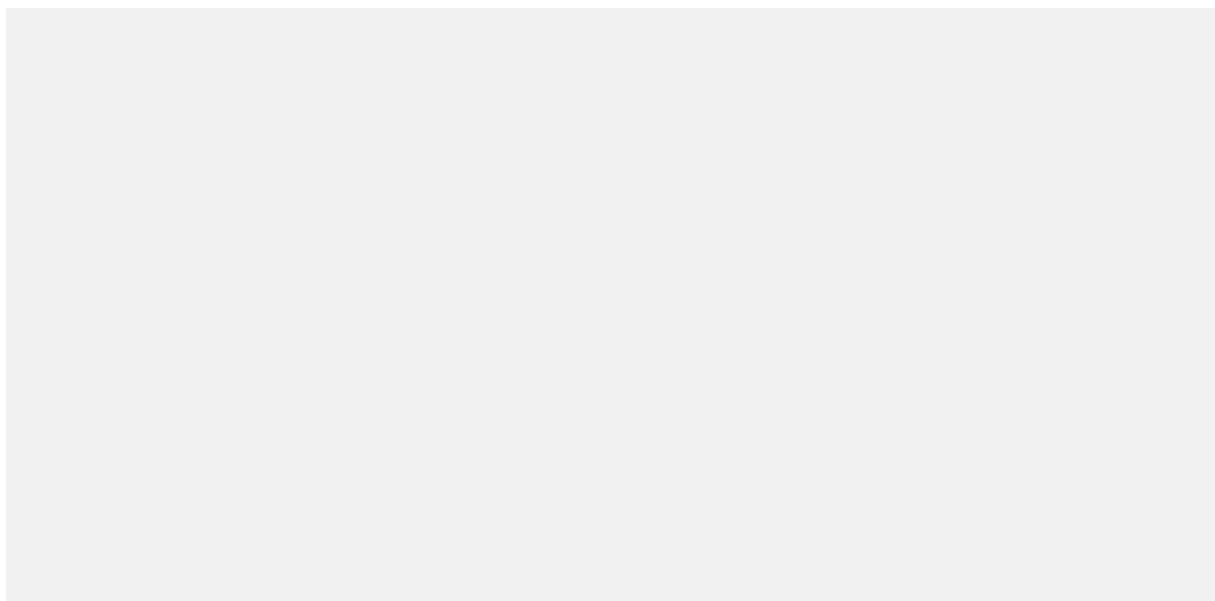
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Role Marking	Truancy	Consecutive absences
<ul style="list-style-type: none"> • Roles are marked daily at form class by form teacher by 9:00am • Late students report to Attendance officer at main office. • A message is sent home to all parents of absent students via SMS at 10:30. • Form teachers follow up with students on unexplained absences. • Students are required to provide a note within a 5 day period. Students who are unable to provide a note are referred to Deputy Principal. • Attendance officer does a weekly report to identify unexplained absences. Subsequent letters of explanation are sent home to parents detailing student absences 	<ul style="list-style-type: none"> • Roles are marked at each lesson throughout the day • A "missing" report is created at 3:00pm each day and students identified are referred to Deputy Principal 	<ul style="list-style-type: none"> • Twice weekly report created by the Attendance officer to identify consecutive absences • 3 day consecutive absence • Contact is made home by either Attendance officer or CEC • If no reply is given a "Form 4 - Notice about compulsory schooling obligation - Failure to attend" is sent home. • Enrolment is amended if advised appropriately by parents • If no reply has been made by 7 consecutive days a "Form 5 – Warning notice about compulsory schooling obligation – Failure to attend " is delivered home • Enrolment is amended if advised appropriately by parents • If attendance does not recommence a "Template 6 – Recommendation that consent to prosecute" is applied for via regional office.

Ayr State High School has the *Success for All Students* policy. This policy outlines a benchmark for acceptable attendance at 95% Attendance. This is shared with the school community widely and has continued to be promoted in 2016. We believe the first step in enabling a student to successfully complete Secondary schooling is to have a pattern of high level attendance.

Students who are not meeting the 95% attendance benchmark are unable to participate in extracurricular activities e.g. School discos, sporting events, performing arts events, Student's Ball etc.

Students who are meeting the 95% attendance benchmark or higher are recognized each term with the awarding of an Attendance Certificate. We encourage these students to add these certificates to their own personal resume as an indication of reliability and worth ethic for any respective employer.



NAPLAN

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

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

Find a school

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	82	95	77
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	34	36	25
Percentage of Indigenous students receiving an Overall Position (OP)	0%	13%	8%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	9	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	67	50	40
Number of students awarded an Australian Qualification Framework Certificate II or above.	35	38	37
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75	87	76
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	90%	75%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	88%	86%	88%
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.	95%	93%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

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	5	18	7	3	1
2015	5	14	12	5	0
2016	4	9	9	3	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	55	33	4
2015	28	36	5
2016	11	36	3

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

Ayr State High School offers VET to the students via two methods.

Firstly we deliver VET training through the school covering;

- o Business
- o Construction
- o Hospitality

Secondly in partnership with Tropical North Queensland TAFE covering;

- o Automotive
- o Engineering
- o Hairdressing and Beauty
- o Childcare

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.	84%	90%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	85%	75%	64%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.ayrshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Ayr State High School typically has a small number of students who leave school in the Senior Phase of Learning. The majority of these leavers have gained apprenticeships or employment with local employers. A small percentage of early leavers leave to become carers. We also have a small percentage of students who disengage, these students are usually from dysfunctional family situations or are already independent from their families.

Conclusion

