Principals foreword

Introduction

Ayr State High services a community of 14,500 people most of whom are either directly or indirectly involved in the sugar industry. The Burdekin district is one of the richest sugar producing areas in Queensland. Our school maintains an enrolment of approximately 500 students. Our students come to us from our partner schools which include East Ayr Primary School, Ayr Primary School, Ayr Christian School, Millaroo Primary School, Clare Primary School, Airville Primary School, Jarvisfield Primary School, Brandon Primary School, Giri Primary School, Kalamia Primary School and Maidavale Primary School. This variety of partner schools provides the school with a rich diversity and students with a variety of interests and abilities.

We are a community that encourages excellence, applauds achievement and celebrates diversity. The school was founded in 1937 and has become a foundation to the Ayr community through the broad curriculum offered and an environment that encourages students to “strive for better things”.

We aim to prepare our students for tomorrow’s society as responsible, informed and valued citizens.

As a school we believe:

- In continuous improvement
- That learning is lifelong
- In the unique qualities of each individual

The staff believes that every child has the right to education, one that not only teaches the basic skills of literacy and numeracy, but also provides for the maturing of the powers of imagining, reasoning, feeling and communication.

Responsibility for the total well being of the student is shared in the school. We accept that all people are individuals, possessing different abilities, interests and values. We recognise and promote that education which enables quality outcomes for students is a partnership involving students, parents, teachers and the community. The school offers an extensive range of Authority, Authority Registered (Study Area Specifications and TAFE/VET) subjects for students. As well the school also has a strong tradition of offering a wide range of co-curricular activities including musicals, the school “Showcase”, choir, drama festival, concert and jazz bands, Duke of Edinburgh’s Award Scheme, Interact Club, industry placements, district and regional sports. The school climate is positive and students are encouraged to develop self-discipline and self-management. The school motto “We Strive for Better Things” is seen in the attitude of the total school community.

This report will provide you with a snapshot of our school and areas of performance during 2010.

School progress towards its goals in 2010

Senior Phase of Learning - The Senior Phase of Learning will provide multiple pathway opportunities to support a seamless transition to higher education, training, vocational education and employment.

Strategies

- Provide and enable student access to a range of curriculum offerings.
- Seek and create partnerships that expose students to multiple and flexible pathways that meet their needs.
- Continually update student devised Education Plans (Set Plans) to allow for a smooth transition into the SPL and reflect changing goals and priorities.
- Develop employability skills through implementation of the QSA Career Development Framework

Progress

- A range of curriculum offerings were maintained in 2010, providing both an academic and vocational pathway or a combination.
- Liaison with TAFE and employers maximises VET options for students. All available options at TAFE were offered to Ayr State High School students.
- Both year 11 and year 12 students reviewed SET plans at the beginning of each Semester to decide if student achievements necessitate any changes. SET plans are reviewed whenever a student requests a subject change.

Middle Phase of Learning - Further development of the Middle Phase of Learning to enhance the achievement of students in these years and to enable the school to develop the appropriate pedagogy for middle years students.

Strategies

- Plan units of work using One School
- Use of explicit criteria sheets used as basis for moderation between classes, sectors and sites.
- Work with learning support staff to make curriculum adjustments to cater for student needs
- Plan units of work collaboratively focusing on activities for maximum student engagement.
<table>
<thead>
<tr>
<th>Ayr State High School (2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consolidate use of individual education programs to meet individual needs for success.</td>
</tr>
<tr>
<td>• Develop honours program across the curriculum.</td>
</tr>
<tr>
<td>• Reduce the number of different teachers by using a Core Teacher Model in Yr8.</td>
</tr>
<tr>
<td>• Develop a process to manage student data and provide opportunities to exchange both academic and social profiles between and within sectors and sites.</td>
</tr>
<tr>
<td>• Create meaningful and aligned student reporting processes across partner schools (format, mode, frequency) to promote consistency and assist parents to gain a better understanding of each child’s progress.</td>
</tr>
<tr>
<td>• Create a cluster action plan to drive professional development for teachers within the MPL framework.</td>
</tr>
<tr>
<td>• Middle phase staff networks exist and meet regularly in different member sites.</td>
</tr>
<tr>
<td>• Offer a broad range of curriculum and social skill activities across between the primary and secondary sites (Smart start strategy, enrichment programs, 2-way visits – staff and students, )</td>
</tr>
<tr>
<td>• Facilitate Literacy PD for all staff.</td>
</tr>
<tr>
<td>• Review current Literacy Plan ensuring alignment to Literacy framework.</td>
</tr>
<tr>
<td>• Develop and implement a numeracy plan.</td>
</tr>
</tbody>
</table>

**Progress**

- One school is used by a minority of teachers for planning documentation although criteria sheets are used extensively by all staff. Curriculum adjustments are being documented and made by teaching staff for SWD’s. Limited collaboration is happening for units across the school; however IEP’s are now well documented and implemented throughout the school. Ayr State High School Honours Program has been consolidated and Core Teachers have been engaged to some extent.

- Student Data recording and usage still needs further development and no progress was made in reporting, professional development network and with partner schools. The SMART START Program was again enhanced in 2010 based on 2009 feedback from partnership schools. Literacy PD and a review of the Literacy Plan occurred as well as a newly developed Numeracy Plan.

**Social Justice**

- Engage involvement of the school’s diverse community groups to embrace a socially just and culturally inclusive learning environment. Closing The Gap Strategies will assist in the areas of attendance, student achievement and pathway destinations.

**Strategies**

- Promote the importance of community through various mediums (visual, text, verbal and non verbal).
- Adopt and continue the SWPBS.
- Recognise individual and collective achievements through a variety of acknowledgements.
- Promote and encourage the participation in specific cultural events.
- Implement the ASHS Closing the Gap Strategy.
- Provide multiple opportunities for community partnerships and stakeholders to be involved in the school.
- Develop differentiated curriculum options to cater for the needs of all learners.

**Progress**

- Closing the Gap Action Plan written, and endorsed through a Community Consultancy Group.
- Aspects of SWPBS have continued.
- Commendation Awards, Student of the Week postcards and Rewards Day activities continued in the school year.
- Indigenous students participation in VIBE and NAIDOC celebrations.
- The Closing The Gap Action Plan written in consultation with a Community Consultancy Group, whose members represent the Aboriginal, Torres Strait Islands and Cook Islands. The plan was endorsed by this body and the Senior Leadership Team.
- The Closing The Gap Strategy had a budget and was implemented.
- Three new subjects were developed for implementation in 2011 to cater for the needs of students. The new subjects Touch For Life, Indigenous Cultural Studies for Year 9 and 10 and Innovations In Technology. A whole school Literacy Plan was written and endorsed.

**Digital Classroom Evolution**

- A commitment to integrate technology to support teaching and learning and the organisation of the school.

**Strategies**

- Ensure students studying ICT based subjects in Core I or II in IT.
- Plan and deliver units and assessment to incorporate and reflect the ‘Student ICT Expectations’.
- Regularly engage students in e-learning activities.
- Increase workforce capacity in the adoption and use of e-learning.
- Support and skill staff in ICT based school operations.
- Promote early adoption and continuous improvement of ICT’s in teaching and learning.
- Increasing student access through achieving a 1:1 ratio across the school.
- Providing anywhere, anytime access for all Year 8 Students.
- Promote and support innovative e-learning pilots and trials.
- Employ permanent service personnel to maintain currency of infrastructure.
- Implement a sustainable replacement and future oriented development plan to achieve 1:1 ratio.
- Source and access funding to sustain currency of infrastructure.
- Plan and provide e-learning spaces to ensure equitable access.
- Plan to ensure e-learning spaces have currency.
- Adopt and embrace ICT based school management systems for efficacy.

**Progress**

- Students were enrolled in IT Certificate I & II and some progress was made in incorporating the ‘Student ICT Expectations’. E-Learning activities are becoming more widely used and is directly linked to staff capability and confidence. School based ICT applications were expanded and staff are utilizing these increasing efficiency.
Early adopters have been supported by the newly formed role of ICT Coach and the student to unit ratio of 2:1 was achieved. The Year 8 Take Home Laptop Program was implemented as well as engaging a school based System Technician for ICT support.

**Student Leadership** - Develop skills, character, teamwork and leadership capabilities of all students through curricular and co-curricular opportunities.

**Strategies**
- Identify, define and promote leadership opportunities
- Identify and access personnel and/or leadership programs
- Engage students in a variety of curricular and co-curricular leadership activities
- Celebrate leadership and complementary roles as valued and viable pathways for students

**Progress**
- Year 12 school leadership role were redefined and progress made in the Year 8 – 11 leadership roles.
- Year 12 application, interview and election processes reviewed and improved.
- Leadership programme trialled with Year 10 students and the creation of the School Representative Council.

**Facilities and Resources** - Teaching and Learning is the core of the school and underpinning this is the provision of state of the art facilities and resources to enable optimal teaching and learning.

**Strategies**
- Establish an electronic tracking system for facilities maintenance.
- Asset management data and defined recording processes are established and followed.
- Develop a landscaping and beautification plan that aligns with educational and environmentally sustainable best practice.
- Promote facilities usage through a variety of mediums and respond to community needs.
- Electronic booking system used to maximise the usage of high demand spaces within the school
- Establish a facilities development plan to meet student and learning needs.
- Develop a co-ordinated facilities and resource improvement plan.

**Progress**
Facilities maintenance was enhanced through the tracking system, allowing for continual updates and improved job completion rates. Issues are still being worked on around asset management but improvement in the tracking of all new assets has occurred. Our facilities usage by the community has increased but would still be considered to be underutilised. The electronic tracking system for equipment and spaces is being fully utilised by all staff and has allowed teachers to fully utilise specialised learning spaces. The facilities and resources development plan was established by a team of staff personnel and in 2010 we saw the two major priorities of 1 Block air-conditioning and Resource Centre refurbishment occur, both 2 years ahead of schedule.

**School and Community Partnerships** - The school is committed to achieving and retaining high quality productive relationships with its community to deliver shared goals to improve outcomes. The school desires to establish and extend partnerships with those who have the potential to be, or who have previously been associated with the school.

**Strategies**
- Proactively initiate lines of communication via face to face, verbal and written means with all stakeholders by all staff.
- Establish/extend on-line/virtual communication of school data and information to interested stakeholders.
- Re-establish links with focus groups and individuals of traditional or historic significance.
- Develop and consolidate the roles of school publicity personnel.
- Analyse and respond to School Opinion and School Generated Survey satisfaction data when formulating school policy.
- Business and Industry links are established, developed and maintained to meet all student's transition and educational needs.

**Progress**
- Staff frequently contact parents to discuss student progress. This is facilitated by formal parent – student – teacher interviews in April and in July and regular contact about areas of concern occurs at other times.
- Focus groups of representative parents in each year level met with the Principal to discuss concerns and provide feedback.
- School events of interest to the community were published in the local newspaper via a process managed through administration as well as being advertised on the school noticeboard.
- Data from the school opinion survey was presented at whole staff meeting to seek staff opinion about specific improvement that might be required.
- Business links continue to be forged and maintained through local business involvement in the business curriculum area and through the several English Communication units that link with the local community. Business and Industry partnerships ensure the successful placement of year 11 students for work experience and other students who access work placements.

**Better Behaviour Better Learning** - Student behaviour monitoring and explicit support are central to improvement to all students requiring support in our schooling environment.

**Strategies**
- SWPBS - vision fully defined. Adoption, refinement, continued implementation.
- Explicit teaching and modelling of Learner Code.
- Implement an effective case management process which includes HODs and YLCs.
- Formulate AEP’s for students at risk of disengaging.
- Investigate and trial FLO for students who are unlikely to achieve in a regular school setting.
- Continue conversations with the learning community regarding SWPBS.
• Effectively embed 2010 Responsible behaviour Plan into all aspects of ASHS operations and strategic directions.

Progress
• AEP’s formulated for students at risk of disengaging
• Student Support Services has defined and specific processes for identifying and working with students at risk of disengaging.
• Responsible Behaviour Plan embedded at ASHS.

Progressive Workforce - Our staff are the key resource in affecting student outcomes and this will be achieved by attracting, appointing, developing and retaining high quality staff through the provision of a professional culture.

Strategies
• Staff develop individual PD plans based upon Whole School Learning Framework which includes 5 days of literacy PD.
• Develop a Whole School Learning Framework.
• Regular planning teams meet to collaboratively plan and reflect on current practice.
• Professional dialogue across subject areas is facilitated at appropriate venues (staff meeting, SLT, Senior Admin)
• Peer mentoring and coaching in regard to e-learning and learning support in particular, fosters professional dialogue.
• Regular PD at staff meetings around the Professional Standards for Teachers to foster a culture of excellence and best practice.

Progress
• All staff completed 5 day literacy training in 2010.
• An ICT coach supported teachers with e-learning.

Future outlook

Teaching and Learning
• Implement the 2011 Maximising Achievement Plan (MAP)
  o Including a focus on the teaching of spelling
• Commence investigating Australian Curriculum (Option 2)
• Review, develop and implement a revised approach to ensure CCE’s are being addressed across the Senior Phase of Learning curriculum
• Structure the QCS preparations to further enhance measures to address cohort weaknesses
• Introduce a short course in Career Ed during Alternate Program in the Senior Phase of Learning

Workforce Capability
• Implement Ayr SHS’s Enabling Capacity Building Plan:
  o Developing Performance Planning
  o Data-informed practices and decision-making
• Professional Development priorities:
  o Raising teacher awareness of issues pertaining to the effective teaching of reading
  o Australian Curriculum
  o First Steps in Maths for all MPL Maths staff
  o Integration of digital technologies into classrooms through the use of an ICT coach, laptop program (9/9) and high density connectivity
• Engage the QSA Analysis and Reporting Branch to conduct a review and develop actions to address Senior Phase of Learning Assessment data and school practices

Student Wellbeing
• Reinvigorate SWPBS including:
  o Expanding a whole school leadership program for students.
  o Developing and implementing Working Together: A toolkit for effective school based action against bullying.
• Develop and implement a Care/Career Education program from Year 8 to 12
• Monitor the employment and training outcomes of
  o 2010 Indigenous school leavers (Sem 1)
  o All 2010 school leavers (Next Steps 2011 Report available September 2011)
  o 2011 Year 12 school leavers (November)
• Enhance available G&T activities through the implementation of extra-curricular and Honour Program
• Implement Closing the Gap Action Plan
• Develop and implement ‘at risk’ and intervention programs for students such as Sport for Life.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: 8 to 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>248</td>
<td>252</td>
<td>86%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Indigenous Students: 67
Non-indigenous students: 449

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>18</td>
<td>99%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>12</td>
<td>99%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>15</td>
<td>99%</td>
</tr>
<tr>
<td>All Classes</td>
<td>16</td>
<td>99%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days: 118</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days: 31</td>
</tr>
<tr>
<td>Exclusions: 3</td>
</tr>
<tr>
<td>Cancellations of Enrolment: 0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings currently provide a range of pathways with the aim of involving the range of students in the processes of schooling. The continued focus in 2010 has been to strengthen teaching and learning within a context of high expectations, and at the same time focus on responsible behaviour and achievement. A number of programs have been put in place to recognize and celebrate achievement. Curriculum offerings are under review to ensure the learning options for students are more relevant and better cater for wider interests and abilities. To facilitate the curriculum a more flexible timetable will be implemented around a 4-period day to improve pedagogical practices and minimize the loss of learning time through having less class transition time. The academic and vocational curriculum and the operation and extension of School-based Apprenticeships and Traineeships as well as TAFE/other modules of learning are under review.

Year 8 Course Structure

- Maths
- Science
- English
- HPE
- SOSE
- Tech Design
- Home Ec
- Visual Art
- Music
- Drama

Three Electives from:

Year 9 Course Structure

- Maths
- Science
- English
- HPE

Four Electives from:

Year 10 Course Structure

- Maths A / Maths B / Prevocational Maths
- English / English Communication

Four Electives from:

Extra curricula activities

- Extra curricular activities are part of the social curriculum and complement the academic and vocational learning to build community and active and informed citizens for the future. All students are encouraged to be learners and leaders and this is articulated by:
  - A continued focus on caring for self, others, property and environment through the theme "There is No Excuse for Abuse"
  - A comprehensive leadership program where a School Council is comprised of representatives from each year level, a LIP program and which includes Indigenous Vice Captains in 2010.
  - A continuing Duke of Edinburgh Award Scheme supporter by an active staff and student participation.
  - Citizenship activities such as Anzac Day, Charity fundraising and Blood Bank donations.
  - Music, Drama, Arts participation and performances.
  - A variety of competitions and camps/occasions for students across the Key Learning Areas.
  - Recognition and celebration of different cultures and with a focus on Indigenous cultures.
  - A School Chaplaincy program in part funded by the P & C in 2010.
  - Intra-school and inter-school sport as well as sport in the community.

How Information and Communication Technologies are used to assist learning

Computers are used to assist classroom learning in a variety of active ways. Teachers use computers to prepare, organise and store learning materials to enable a better and more relevant classroom learning context. The active e-learning classroom areas link teacher laptops with data projectors for more effective and relevant learning. As part of this the school has purchased "Clickview" and a P & C expenditure focus has been on the installation of more data projectors in classrooms. The website is currently being completely revamped and will progressively be used as a learning tool.
**Our school at a glance**

**Ayr State High School's Year 8 Student One-to-One Laptop Program**
The Student One-to-One Laptop program affords the opportunity for our students to enter a new world of curriculum possibilities, promoting authentic engagement and involvement in learning within a digitized global society. Learning experiences across the school are purposefully designed to incorporate the use of information and communication technologies which enhance engagement. In this way, each student is supported to demonstrate the knowledge, skills, practices and attitudes necessary to be an engaged, robust 21st century citizen capable of shaping our shared tomorrow.

One-to-One programs provide students with personal portable computers. These devices help schools engage the digital generation by nurturing individual (or One-to-One) learning experiences. Increasingly, there has been a global move towards implementing these programs in schools. Of greater interest is how they are being used for learning in ways that deepen understanding of concepts and advance knowledge of how to use digitally rich ICT environments for teaching and learning.

Ayr State High School has determined that Year Eight will be a trial year for ICTs. The programme requires staff consultation and agreement before it can be implemented. The general whole school commitment to ICTs across all year levels will also be maintained with sites available for shared use and many classrooms equipped data projectors.

**Social climate**

The social climate and fabric of the school has continued to improve during 2009. Staff morale and cohesiveness has progressively improved in 2009 and there are clear expectations and consequences for inappropriate student behaviour. The active challenging of bullying, harassment and violence has contributed greatly in the continued improvement.

The greatest majority of students continue to learn, be engaged and achieve personal success through a range of school and extra-curricular offerings. The school community believes there is "No Excuse for Abuse" and has developed programs which encourage positive behaviours of this sort. Ayr State High School's philosophy is that our school community exists to prepare all students for tomorrow's society as responsible, valued and informed citizens. Our school is a learning place where all members of the community are expected to contribute to a tolerant and safe school environment, where socially, culturally and educationally inclusive opportunities provide learning outcomes for all.

**Parent, student and teacher satisfaction with the school**

School Opinion Survey results from 2010 indicate that parents are satisfied that Ayr State High School is a ‘good school’. Around 59% of staff were satisfied with the school being a ‘good place to work’ and 53% of students are ‘happy to go’ to our school. Staff and student satisfaction with all aspects of the school was statistically significantly different from state figure and indicate general dissatisfaction that has not improved for the past 3 years. Parent results are higher than in 2008 and still indicate a general satisfaction with the school.

All figures quoted in this section are taken from the School Opinion Survey conducted annually by Education Queensland.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents caregivers satisfied that their child is getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>57%</td>
</tr>
<tr>
<td>Percentage of parent caregivers satisfied with their child's school</td>
<td>52%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>52%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>56%</td>
</tr>
</tbody>
</table>

**Involving parents in their child’s education**

Involving parents as an integral part of the learning partnership is a priority to improve the culture and climate of the school. Within this rural community it is paramount that the school becomes part of the community and likewise the community becomes part of the school. For this status to be achieved it is important that the community perception be matched with the reality. This positive image comes through publicly but more importantly through parents/community members linking with the students/staff in a two-way process.

The school encourages parents into the school through a range of academic and social practices. The Parents and Citizens Association, the official voice of the parents in the school, encourages participation through monthly meetings, Canteen and Music Support Group. A variety of school functions, excursions and sport also assist in involving parents in the school and are in addition to academic reports, parent interviews and direct contact by phone, email or interview. A fortnightly school newsletter (Ayring) has been enhanced and in 2010 continues to more effectively recognises student participation and achievement.

**Reducing the school’s environmental footprint**

No specific measures were taken to reduce the school’s environmental footprint. However, when the school did purchase electrical or water using appliances and equipment the usage of these commodities were taken into account and low usage options were purchased.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity kWh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$105,220</td>
<td>$72,743</td>
<td>$18,252</td>
<td>$4,782</td>
<td>$9,443</td>
<td>$0</td>
<td>$0</td>
<td>383,776</td>
<td>17,107</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$78,311</td>
<td>$49,707</td>
<td>$0</td>
<td>$0</td>
<td>$77,862</td>
<td>$0</td>
<td>$742</td>
<td>298,759</td>
<td>14,709</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>34%</td>
<td>46%</td>
<td>N/A</td>
<td>N/A</td>
<td>-66%</td>
<td>N/A</td>
<td>-100%</td>
<td>28%</td>
<td>16%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>46</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>43</td>
<td>19</td>
<td>0</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>33</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2010 was $27813.74. The major professional development initiatives are as follows:

- 3 day National Drama Education Conference
- Action Against Bullying
- Assessment Processes for Graphics
- BA BONSAI
- Be Briefed, Be Prepared
- BEAQ/BEA Joint State and National Conference
- Career Ed Programmes Development
- QCE Predictor
- QCEM08 Workshop
- QHTA State Conference
- QSA – CPC 08 Training Package
- QSA – Assessment Instruments for Music Extension
- QSA Conference – Shared Vision – Curriculum P-12
- QSA Workshop – New 2010 Syllabus PE
- QSA-PA Conference – Teams, Themes & Dreams
- Responsive & Practical Teaching of Eng Tech
- School Libraries PO Day
- Self Harm
- Senior Syllabus Implementation Workshop
- SWMIS Conference
- Using the Essential Learning and Standards
- VELG 2010 QLD VET symposium
- Zen Zen Zo Physical Theatre Workshop

The involvement of the teaching staff in professional development activities during 2010 was 100%.
<table>
<thead>
<tr>
<th>Our staff profile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average staff attendance</strong></td>
</tr>
<tr>
<td><strong>Proportion of staff retained from the previous school year.</strong></td>
</tr>
</tbody>
</table>
Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88%.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>89%</td>
<td>86%</td>
<td>87%</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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-025: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Form rolls were marked every morning, either at a Yr level parade or form class and every Thursday a whole school parade was held at 8.45am. On parade day, any student that arrived late had to see the D/P (who was standing at back of parade) to have their name marked off in the ‘Late Book’ and then I had to transfer this information into the Form rolls. All absentees from these rolls were then entered into ID Attend. If a student came late a ‘Late Slip’ was issued from the office. If a student had to leave during the day, a Departure Slip was issued from the office. A list of daily absent students was generated and distributed to teachers once all form rolls and late slips (to date) were done. Text messages were sent via MGM Wireless at 10.30am every morning for students who had an unexplained absence for the day or a student who arrived late to school without an explanation. Replies from text messages, phone calls and absentee letters are entered and updated every day. IDAttend requires staff to mark the roll every session they taught listing which students were present or absent. A ‘Missing Students’ list is generated and are required to see the relevant DIP or YLC.
Performance of our students

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector

[ ] Government
[ ] Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

![Graph showing attendance rates for Indigenous and Non-Indigenous students]

Release Date: November 2010

Attainment and Achievement – Year 12

| Apparent retention rates Year 10 to Year 12 | 69% |

| Outcomes for our Year 12 cohort of 2010 |
|----------------------------------------|-----|
| Number of students receiving a Senior Statement | 87 |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA) | 0 |
| Number of students receiving an Overall Position (OP) | 30 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT) | 13 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications | 51 |
| Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above | 22 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 52 |
| Percentage of OP/QCE eligible students with OP 1-15 or an IBD | 73% |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 93% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer | 96% |

<table>
<thead>
<tr>
<th>Overall Position Bands (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in each Band for OP 1 to 25.</td>
</tr>
<tr>
<td>CP 1-5</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Educational Training qualification (VET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded certificates under the Australian Qualification Framework (AQF).</td>
</tr>
<tr>
<td>Certificate I</td>
</tr>
<tr>
<td>35</td>
</tr>
</tbody>
</table>

Cert I Construction

Construction is designed to promote vocational learning as well as the general knowledge and skills needed for employment in the Building and Construction industries. The subject allows students to acquire knowledge and skills to enable them to work as a building construction worker or move on to further training in the building and construction industry. Students are encouraged to enrol in this subject in conjunction with the Construction Certificate II (TAE30106) to enable them to achieve the Certificate qualification. Students need to complete a total of 10 units of competency over the two year course. The subject will involve both school-based training and a work placement.
CERTIFICATE I AND II IN MUNGU-DHLA TYAMA-TIYT

The name of this certificate course translates as “Message stick of knowledge”. The name reflects the intention of the qualifications to provide skills and knowledge for indigenous Australians to enter a range of education and/or employment options. The name comes from two Victorian Aboriginal languages; the Woiwurrung words “mungu-dahl” meaning knowledge and “tyama-tiyt” meaning message stick. Permission to use these words has been granted by the relevant bodies.

CERTIFICATE I IN HOSPITALITY

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry. Year 11 Certificate I should be achieved and students should then move onto Certificate II.

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. In this subject not only do students learn to understand the industry’s workplace culture and practices, but also develop the skills, processes and attitudes crucial for making valid decisions about the future career paths.

CERTIFICATE I IN WORK READINESS

As part of Senior Schooling at Ayr State High School, students who need learning support will have the opportunity to complete a Certificate I in Work Readiness. Certificate I in Work Readiness is a course of study which prepares students for a first experience in the workplace. The course will assist young people to gain generic employability skills required by industry at an entry level.

Post-school destination information

At the time of publishing the School Annual Report, the results of the 2010 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.

Early leavers information

Early leavers from Ayr State High School usually trend towards the reasons of seeking employment, gaining employment, cancellation of enrolment or pregnancy.