Principal’s 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, Giru Primary School, Kalamia Primary School and Maidavale Primary School.

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

We staff believe that every child has the right to education, and therefore we offer a variety of pathways which include a strong academic focus leading on to tertiary studies and a broad range of VET offerings leading on to apprenticeship, traineeship and employment options.

The responsibility for the total wellbeing of the student is shared across the whole school community. We accept that all people are individuals, possessing different abilities, interests and values and recognise and promote that education which enables quality outcomes for students is a partnership involving students, parents, teachers and the community.

Ayr State High 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 2011

In 2011 the school’s improvement agenda was driven by feedback from our Teaching and Learning Audit process. We identified 3 key areas of improvement.

**Teaching and Learning** - A focus on creating whole-school cohesive approaches to curriculum development and teaching practices were a priority.

**Strategies**
- Embed explicit teaching of literacy focused on reading, writing (spelling and punctuation and grammar) across the curriculum 8-12
- Embedding explicit critical thinking strategies across the curriculum 8-12 into teaching and assessment practices.
- Review and develop QCS preparation program to identify and address cohort weaknesses to enhance student OP scores
- Embed the explicit identification and teaching of Core Curriculum Elements (CCEs) across curriculum 11-12
- Develop VET pathway offerings to better suit student needs
- Continued development of integration of ICTs across the curriculum.
- Review and plan the introduction of National Curriculum 8-10

**Progress**
- Identified strategies for spelling being used by all staff within curriculum areas.
- Staff engaging with *Productive Pedagogies* format to embed higher order thinking strategies into classroom practice.
- CCEs mapped and explicitly identified across all assessment items in years 11&12.
- Increased VET offerings through partnership with TAFE to provide higher Cert II and III options for students.
- Continued rollout of school funded and NSSCF funded laptops to students 8-12.
- ICTs identified in planning across 8-12
- Implementation plan for National Curriculum implementation for 2012 developed.

**Workforce Capability** – The continuous development of staff is paramount to be able to provide improved student outcomes.
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011
Ayr State High School (2008)

Strategies
- Develop a systematic approach to identify professional development needs of all staff.
- Develop systems that encourage professional dialogue with and across faculties.
- Develop staffs ability to interpret and utilise data to provide improved student outcomes.
- Creating professional development priorities that align to schools strategic direction.
- Developing staffs ability to integrate digital technologies into the curriculum.

Progress
- All teachers engaged in Developing Performance Plan process
- Reorganisation of meetings to ensure clear consistent communication from whole school to faculty and department meetings focused on teaching and learning.
- Whole school data collection plan developed.
- Staff provided professional development in the utilisation of classroom data.
- Professional development plan developed.
- Staff in serviced on best practice in the use of digital technologies in the classroom.

Student Wellbeing – we are committed to providing a safe and supportive environment for all students which enables them to achieve excellent student outcomes.

Strategies
- Reinvigorate School-wide Positive Behaviour system.
- Develop student leadership opportunities 8-12.
- Develop Care/Career development program 8-12.
- Implement Closing the Gap action plan.
- Develop intervention plans for at-risk students.

Progress
- Development of SWPBS team and systems progressed.
- Student council developed and supported by teaching staff.
- Senior leaders engaged in leadership development activities.
- Care program redeveloped
- Closing the Gap plan actioned
- Indigenous transition officer employed
- Indigenous education room allocated
- Touch for life program developed and implemented
- Tunnel and Light program developed and implemented

Future outlook
In 2012 we will utilize our student achievement data and our Teaching and Learning Audit to drive our continuous improvement agenda. Key priorities will be:
- Implementing quality curriculum and pedagogy across all KLAs 8-12
- Improving Senior schooling outcomes for all students.
- Develop strong community partnerships to improve student outcomes
- Improve attendance
- Close the gap on indigenous student achievement
Our school at a glance

School Profile

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

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>493</td>
<td>245</td>
<td>248</td>
<td>89%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Ayr State High School is set in the rich agricultural Burdekin Region. Our student body has a rich mix of Anglo, Italian and Greek heritage. Approximately 17% of our student body is made of indigenous students of either Aboriginal, Torres Strait Islanders or South Sea Islander descent. Our students come from a range of family backgrounds including Farmers, professionals, mill workers and a variety of trade based and clerical careers. We have an increasing rate of students who are from low socio-economic backgrounds and/ or single parent families. Many of our students are involved in a wide range of sporting and cultural pursuits outside of school that are offered across the Burdekin district.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>21.6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>16</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.1</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>127</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>26</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Ayr State High School has a strong tradition in offering a comprehensive academic program. We have a strong focus in our senior school on achievement of quality OP scores. In our senior school we offer a full breadth of subjects with major focuses in Mathematics and Sciences, English and Performing Arts.

We are continuing to develop our VET offering with our link with the Burdekin TAFE. Students are offered:

- Certificate II in Engineering
- Certificate II in Automotive
- Certificate II in Retail
- Certificate II in Hairdressing
- Certificate III in Child Services

Extra curricula activities

Ayr State High School offers its students a broad range of extra-curricular activities including:

- A comprehensive Student Leadership Program comprised of representatives from all year levels, LIP Leaders program which offers students to provide leadership in the areas of Sport, Cultural activities, Indigenous Issues, and Community Service.
- Duke of Edinburgh Award Scheme.
- Community service activities through our Interact program.
- Citizenship activities such as ANZAC Day, Charity Fundraising, NAIDOC celebrations and Blood Bank donations.
- The Arts – Music, Drama and Arts participation and performances.
- Intra and inter-school sports.

How Information and Communication Technologies are used to assist learning

Computers are used to assist classroom learning in a variety of ways. Teachers use computers to prepare, present and store learning materials to enable better and more relevant classroom learning contexts. The active e-learning classroom areas link teacher laptops with data projectors and interactive whiteboards for more effective and relevant learning. Through the continued support of our P&C association we have been able to continue the rollout of data projectors across the school.

The school has continued to develop the Year 8 one-to-one Laptop program. This program provides all students in year 8 access to a laptop for all classes and an optional take home system provided. This enables students to engage at depth with digital technologies across all KLA areas. With the continued rollout of the NSSCF funded laptops 2012 will see almost all students having access to a computer which will see pedagogy learnt form the year 8 program used across the school to increase engagement.

Social climate

The social climate and fabric of the school has continued to improve during 2011. Staff moral and cohesiveness has progressively improved. There are clear expectations of student behaviour and we have continued to challenge bullying behaviour. Our program There is no excuse for abuse is explicitly taught across all year levels. This program encourages positive behaviour, resiliency and to act on bullying behaviours by reporting them.

Our school believes that it is the responsibility of our whole school community to prepare all students for tomorrow’s society as responsible, valued and informed citizens. We engage parents as well as support of a school Chaplain co funded by the P&C Association as well as a youth support coordinator.

The vast majority of our students are actively engaged in quality educational outcomes and we are improving our support for students who are from disadvantaged backgrounds or are disengaging from schooling.

Parent, student and teacher satisfaction with the school
Although student satisfaction has risen by 15%, parents overall satisfaction has fallen. The results of this data could be influenced by the unstable leadership we have experienced which has driven the priority to successfully fill the substantive Principal position for the start of 2012. It also has identified the need to better engage our parents and the wider community with our communication strategies. The staff data shows a small drop with their satisfaction of access to professional development activities, whilst showing a similar size increase in staff morale.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>47%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>70%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education
Ayr State High School sees parent involvement as paramount to be being able to provide quality educational outcomes to individual students and the wider student body.
Parents engage with the school in a variety of ways through official P&C channels which include being a member of P&C and participating at monthly meetings or volunteering in the canteen or with the schools Music Support Group. Parents also engage through information, Parent/Teacher, and subject selection evenings as well as through sporting and other extra-curricular activities.

Reducing the school’s environmental footprint
Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Ayr State High School has successfully reduced its environmental footprint in 2011. The installation of a solar power inversion system has enabled us to reduce the power usage and maintenance on our irrigation and drinking water systems has given a reduction in our water usage.

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>308,831</td>
<td>14,086</td>
</tr>
<tr>
<td>2010</td>
<td>383,776</td>
<td>17,107</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-20%</td>
<td>-18%</td>
</tr>
</tbody>
</table>
Our staff profile

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>1</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>44</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.
100% of teachers at Ayr State High School meet Education Queensland and Queensland College of Teachers training requirements.

<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>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>38</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $25657. The major professional development initiatives are as follows:

<table>
<thead>
<tr>
<th>SWPBS Conference</th>
<th>QSA subject based workshops</th>
<th>BEAQ conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWPBS school-wide development</td>
<td>Senior syllabus implementation workshop</td>
<td>QCE predictor training</td>
</tr>
<tr>
<td>National Curriculum development workshops</td>
<td>Intellectual Impairment – Prac Behaviour solutions</td>
<td>QCS preparation workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purchasing policy training</td>
</tr>
</tbody>
</table>

Teachers were also engaged in regular whole school and faculty meetings with development and discussions on Quality planning, teaching and learning, and assessment practices.

Beginning teachers were supported through regular meetings and coaching and mentoring sessions from experienced staff members.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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*

**Search by school name**

[Go]

**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 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>93%</td>
</tr>
<tr>
<td>9</td>
<td>86%</td>
</tr>
<tr>
<td>10</td>
<td>85%</td>
</tr>
<tr>
<td>11</td>
<td>86%</td>
</tr>
<tr>
<td>12</td>
<td>90%</td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

All student attendance is marked using a computer-based software package called IDAttend. Form class rolls are marked at between 8:45 and 9:00am each morning. Students who come late to school need to report to the office where they are issued with a Late slip. The form class roll is then amended to show a part day absence. Parents are notified of any student’s absence through a SMS text message at 10:30 via MGM wireless. Replies from the text message and or phone calls and notes from caregivers explaining absences are then updated into the IDAttend system. Teachers use the ID Attend system for all classes daily to improve the tracking of truancy.

We closely monitor student attendance as per DET policies and follow up with letters to parents, meetings with school Administration and home visits by CEC.

The school also chooses to engage students in a number of proactive ways which include the provision of extra-curricular activities. For students with chronic non-attendance we engage outside agencies for support including family based support and employment based support for students in the post-compulsory phase of schooling.

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 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.
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

2011 showed a steady increase in all student Apparent Retention 10-12 rates and although our indigenous student rates are above both region and state means for the first time showed gap 6% between indigenous and non-indigenous students.

Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap

In 2011 our all students attendance decreased by 0.3% as did our indigenous attendance rate by 0.4%. Our indigenous student attendance < 85% grew by approx. 10%.

Student Attendance

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 72%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement. 82
Number of students awarded a Queensland Certificate Individual Achievement. 0
Number of students receiving an Overall Position (OP). 32
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. 14
Number of students awarded one or more Vocational Educational Training qualifications. 53
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. 35
Number of students awarded a Queensland Certificate of Education at the end of Year 12. 67
Number of students awarded an International Baccalaureate Diploma (IBD). 0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD. 81%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. 94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. 100%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.
Performance of our students

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>13</td>
<td>10</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>32</td>
<td>6</td>
</tr>
</tbody>
</table>

Certificate I courses offered:
- **Certificate I in Construction** – this subject is used to promote general instruction and skill building needed for employment in the Building and Construction Industries. Students complete competency based training across a total of 10 units of competencies. The program is over two years and involves both school-based and work-place training.
- **Certificate I in IT** – This subject is pitched at providing students with the basic understanding of both software and hardware applications. This is entry level training for students looking at careers in the information technologies.
- **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. During Year 11 Certificate I should be achieved and students will work towards a Year 12 Certificate II
- **Certificate I Work Readiness (SEP students only)** - 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 of an entry-level employee
- **Certificate I in Mumgu-dahl tyama-tyiyt** - 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 “mumgu-dahl” meaning knowledge and “tyama-tyiyt” meaning message stick. Permission to use these words has been granted by the relevant bodies.

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2011 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
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Students who leave school prior to Year 12 fall into 3 main categories:
- **Gaining employment** – with the rural nature of our community we see a percentage of our students being able gain full-time apprenticeships and traineeships across the Burdekin district ranging across the trades in the construction, engineering and agricultural industry.
- **Disengaging from school** – for a percentage of students they do not find school relevant at this stage of their lives. Factors affecting this range from academic ability to home situations. Many of these students proactively register with employment agencies and rely on family support. As a school we continue to work with these families to actively engage their child in schooling.
- **Cancellation of enrolment** - this is a small percentage of students who attend school but fail to participate effectively in their chosen studies. The school runs through a process of counselling with students then students and parents to try to engage students. If the student is not participating at an appropriate level and has not improved over a period of time cancellation of enrolment is enforced.