



Ayr State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Mr Craig Whittred – Principal

# From the Principal

## School overview

Ayr State High School was founded in 1937 and continues to provide a high quality Secondary Education service to 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 School 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 School 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.

## School progress towards its goals in 2018

Key Priority 1 – Classroom Practice	
Strategies	Progress
<ul style="list-style-type: none"> <li>Develop and implement Pedagogical framework that meets the needs of 21<sup>st</sup> Century learner based on QT&amp;L Framework</li> <li>Embed the DR-TA strategies across all faculties</li> <li>Develop and implement a collaborative professional development model</li> <li>Develop and implement collaborative student-focused classroom management strategies</li> <li>Embed Assessment Literate learner processes with a focus on feedback allow for development of Student led conferences</li> </ul>	<ul style="list-style-type: none"> <li>Developed and documented a school wide pedagogical framework that incorporated key strategies implemented in classroom delivery.</li> <li>Provided staff with further coaching and mentoring sessions with DR-TA founder Patricia Hipwell.</li> <li>Development of DR-TA reading strategies linking with writing strategies</li> <li>Staff implemented with peer observation and feedback sessions to develop understanding of practice</li> <li>Further development of collaborative curriculum unpacking</li> <li>Continued development of Instructional leadership capacity in all leaders.</li> <li>Further professional development of staff in Restorative Practices</li> <li>Refinement of Responsible Behaviour plan for Students and flowcharts</li> <li>Implementation of explicit lessons unpacking expectations, including focus sessions on cyber safety and bullying.</li> <li>Further development of the quality of feedback given by teachers and the usage of students of feedback. Students recording feedback in planners and setting targets for future achievement</li> </ul>

Key Priority 2 – Shared Vision	
Strategies	Progress
<ul style="list-style-type: none"> <li>• Deeply engage whole school community in belief statement <b>SUCCESS, EVERY STUDENT, EVERY DAY.</b></li> <li>• Enact “Ayr High Learner” statement</li> <li>• Improve Indigenous Attendance</li> <li>• Enhance Staff Wellbeing practices</li> <li>• Develop and Implement targeted professional development for Teacher Aides to better inform classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team consistently developed and reinforced the concepts underpinning the belief statement with all staff and with parents and wider community. This has been a catalyst for change within the school that has made thinking and behaviours more student focused and has been recognised by both students and parents as a positive change in our school culture.</li> <li>• Worked with Aboriginal and Torres Strait Islander families through “Yarn up evenings” each term to discuss a range of topics including importance of attendance.</li> <li>• Engaged with Former Origin Greats foundation to implement A.R.T.I.E. Academy program. Program is focused on improving Aboriginal and Torres Strait Islander outcomes through a focus on attendance.</li> <li>• Provided Staff with further professional development on Wellbeing including a weekend full day session with National Wellbeing presenter.</li> <li>• Teacher Aides participated in a number of professional development sessions to help develop classroom practice.</li> </ul>
Key Priority 3 – Community Confidence	
Strategies	Progress
<ul style="list-style-type: none"> <li>• Develop and implement school marketing/community engagement plan</li> <li>• Develop and share implementation strategies for “New SATE” with school community</li> <li>• Develop collaborative professional learning groups with local State Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Developed a 12 month marketing strategy including advertising campaign in local newspaper. Advertising campaign focused on promoting the wide variety of positive and high value activities that we provide to students to a wider audience. This positively impacted whole community perception of the school and school pride within the school community.</li> <li>• Provided a number of opportunities for Year 10 students and their families to gain information about New QCE and changes from existing system.</li> <li>• Provided whole school professional development to ensure a consistency of understanding across all staff members.</li> <li>• Teachers engaged with a range of professional learning groups with the region and also with local State high schools.</li> </ul>

Overall 2018 was another highly successful year for Ayr State High. 100% of OP eligible students were given QTAC offers to university. Once again, with the support of the local Rotary club we had a Year 12 student represent our school at the National Science Youth Forum. A Year 9 students went to the state finals of the Rostrum Voice of Youth public speaking competition. We worked hard to improve community confidence in the school. This was achieved, showcased with a 30% increased enrolment into Year 7 for 2019.

## Future outlook

The 2019 improvement priorities are focused in three key areas;

- **Engagement**
- **Learning**
- **Leadership**

**Engagement** priorities include;

- A focus on increasing whole school attendance to 90% (an increase of 3%) with a focus on increasing indigenous attendance to 85% (an increase of 9%). Timeline for improvement will be by the end of Semester 1 and tracked throughout the year.
- Integrate Restorative Practices into classrooms and conflict resolution strategies to reduce negative behaviour incidents by 5%. Timeline for improvement will be end of 2019

**Learning** priorities include;

- Increase the proportion of Years 7 to 10 students achieving an ‘A’ or ‘B’ Level of Achievement (LOA) to 40% (an increase of 5%). This will be tracked on a Term by Term basis.

- Implement seamless transition to New QCE system for teachers, students and parents to maintain QCE/QCIA attainment at above 96%. Continual tracking across the year will support achievement at end of Semester 2
- Develop Looking for Learning strategies to develop our school as a Learning Focused school. This is a staged rollout that will see trial phase in 2019 and whole school roll out in 2020.

**Leadership** priorities include;

- Develop instructional leadership across all leaders that features regular and systematic classroom observations and provision of meaningful feedback to teachers. This is to be implemented during Semester 2.

Key focus for 2019 is to ensure a smooth implementation phase for New QCE system into Year 11. This will include ongoing professional development for staff, continued information sessions with parents and ongoing case management of all students in Year 11.

## Our school at a glance

### School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	507	480	444
Girls	247	252	223
Boys	260	228	221
Indigenous	97	89	92
Enrolment continuity (Feb. – Nov.)	91%	91%	90%

Notes:

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

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

### Characteristics of the student body

#### Overview

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 includes local Aboriginal families, Torres Strait Islander and South Sea Islander heritage families as well as transient families from western Queensland communities.

Ayr State High School also caters for Students With Disabilities who have a range of low-level intellectual and or physical impairments and students with learning difficulties.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	23	21
Year 11 – Year 12	17	15	14

Note:

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

## Curriculum delivery

### 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)

We focus our Junior School program on developing the foundation knowledge and skills 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

## 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. This is 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 focuses on building students and our school's community understanding of the 6 elements of wellbeing;

- Positive Engagement
- Meaning and Purpose
- Skills and Achievement
- Relationships and Optimism
- Strengths and Emotions
- Exercise and Health

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 follow modern research in our practices to reduce instances of bullying by

- developing all students' resilience,
- explicit instruction on differences between conflict, harassment, and bullying
- developing the concept of "Positive" bystander
- a strong restorative practice approach

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 behaviour incidences and disengagement from schooling.

Parent satisfaction indicated on the School Opinion Survey improved in almost all areas in 2018 and are above state secondary school averages. Student satisfaction whilst having a slight decline still rated above state secondary school averages in almost all areas. This is still an area of work we as a school recognise further work needs to be done with a planned review of Responsible Behaviour Plan for Students in 2019.

## Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	93%	100%
• this is a good school (S2035)	88%	89%	100%
• their child likes being at this school* (S2001)	91%	89%	100%
• their child feels safe at this school* (S2002)	90%	87%	96%
• their child's learning needs are being met at this school* (S2003)	84%	89%	100%
• their child is making good progress at this school* (S2004)	90%	83%	100%
• teachers at this school expect their child to do his or her best* (S2005)	93%	91%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%	96%
• teachers at this school motivate their child to learn* (S2007)	88%	87%	96%
• teachers at this school treat students fairly* (S2008)	74%	83%	92%
• they can talk to their child's teachers about their concerns* (S2009)	89%	93%	100%
• this school works with them to support their child's learning* (S2010)	88%	91%	100%
• this school takes parents' opinions seriously* (S2011)	86%	84%	100%
• student behaviour is well managed at this school* (S2012)	66%	78%	96%
• this school looks for ways to improve* (S2013)	86%	89%	100%
• this school is well maintained* (S2014)	96%	89%	96%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	93%	89%
• they like being at their school* (S2036)	93%	88%	87%
• they feel safe at their school* (S2037)	92%	93%	88%
• their teachers motivate them to learn* (S2038)	93%	91%	92%
• their teachers expect them to do their best* (S2039)	98%	97%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	93%
• teachers treat students fairly at their school* (S2041)	75%	75%	64%



Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	84%	84%	77%
• their school takes students' opinions seriously* (S2043)	81%	81%	82%
• student behaviour is well managed at their school* (S2044)	63%	67%	65%
• their school looks for ways to improve* (S2045)	92%	93%	90%
• their school is well maintained* (S2046)	94%	91%	85%
• their school gives them opportunities to do interesting things* (S2047)	90%	92%	87%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	97%	98%
• they receive useful feedback about their work at their school (S2071)	76%	87%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	82%	83%
• students are encouraged to do their best at their school (S2072)	95%	100%	100%
• students are treated fairly at their school (S2073)	85%	97%	95%
• student behaviour is well managed at their school (S2074)	68%	90%	89%
• staff are well supported at their school (S2075)	67%	90%	87%
• their school takes staff opinions seriously (S2076)	82%	95%	85%
• their school looks for ways to improve (S2077)	95%	97%	98%
• their school is well maintained (S2078)	83%	92%	87%
• their school gives them opportunities to do interesting things (S2079)	86%	92%	94%

\* 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 continue to run Indigenous Parent Information meetings. These meetings are successful in both sharing information but also gaining valuable feedback from our parents.

We work closely with local employers to provide our students with the best opportunities to transition into paid employment upon leaving school.

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 started a print media campaign with local newspaper to raise the profile of the school within our community. We have run some whole of community events including Cyber safety and Apprenticeship Readiness evenings. 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 education 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 of Honesty and Integrity, Excellence and Perseverance, Sense of Community and Quality Relationships and Equity and Diversity 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.

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

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.

## School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	159	174	196
Long suspensions – 11 to 20 days	6	13	4
Exclusions	0	7	5
Cancellations of enrolment	10	3	4

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Whilst we are developing strategies to reduce electricity usage, our main strategy is to upgrade our Air Conditioning infrastructure, which has a planned upgrade program for 2019. This will eliminate the "box" style air-conditioning units and provide more modern, economical systems across the school.

We have worked hard with staff and students to implement strategies to reduce electricity consumption and have continued to implement shut down procedures and our consumption over the school holiday period. This has seen a significant reduction in our 2017 – 2018 electricity usage.

We continue to roll out of automated irrigation systems throughout the grounds. We are also reducing our irrigation regime in an attempt to reduce electricity usage in the pumping of water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	269,701	418,077	331,136
Water (kL)		6,088	6,233

Note:

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

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

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

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

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter dropdown menus: 'School sector', 'School type', and 'State'.

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

A rectangular button with the text 'View School Profile' in a dark red font.

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

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark red background.

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	32	<5
Full-time equivalents	44	24	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	36
Diploma	5
Certificate	0

\*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 2018 were \$ 86,844.

The major professional development initiatives are as follows:

- Developing teacher Clarity through curriculum unpacking
- Reading and writing through the Directed Reading – Thinking Activity approach
- Developing Leadership expertise
- Senior Secondary subject based curriculum PD aligned to New QCE.
- Developing Positive Learning Environment
- Restorative Practices

These professional development initiatives were delivered across a range of formats including;

- Engaging with outside expertise
- Teacher collaboration and learning teams
- Coaching and mentoring, including peer coaching
- Face to face delivery

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	87%
Attendance rate for Indigenous** students at this school	82%	81%	76%

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

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

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

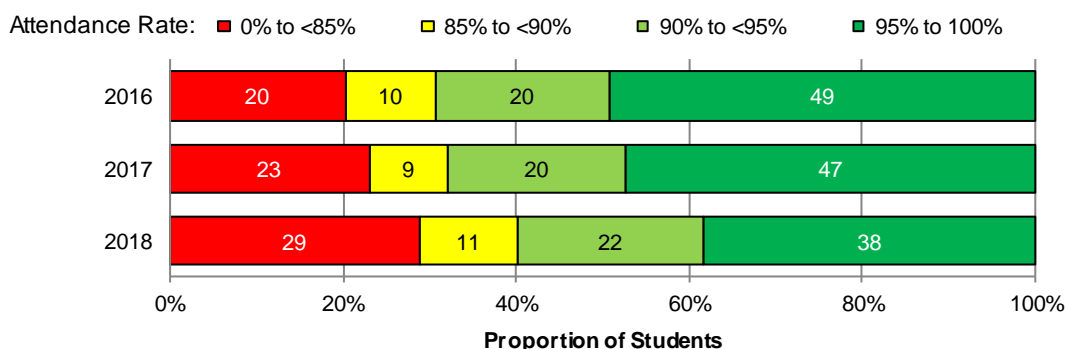
Year level	2016	2017	2018
Year 7	91%	92%	88%
Year 8	91%	88%	89%
Year 9	88%	89%	85%
Year 10	88%	87%	86%
Year 11	91%	88%	90%
Year 12	90%	93%	86%

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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

Role Marking	Truancy	Consecutive absences
<ul style="list-style-type: none"> <li>Roles are marked daily at form class by form teacher by 9:00am</li> <li>Late students report to Attendance officer at main office.</li> <li>A message is sent home to all parents of absent students via SMS at 10:30.</li> <li>Form teachers follow up with students on unexplained absences.</li> <li>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.</li> <li>Attendance officer does a weekly report to identify unexplained absences. Subsequent letters of explanation are sent home to parents detailing student absences</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>OOHC students are identified in all roles. If OOHC student is absent notification is sent to both Carer and Child Safety Officer</li> </ul>	<ul style="list-style-type: none"> <li>Roles are marked at each lesson throughout the day</li> <li>A “missing” report is created at 3:00pm each day and students identified are referred to Deputy Principal</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>OOHC students are lesson by lesson in real time. If OOHC student is found to be absent from school grounds notification is sent to both Carer and Child Safety Officer within 30 mins</li> </ul>	<ul style="list-style-type: none"> <li>Twice weekly report created by the Attendance officer to identify consecutive absences</li> <li>3 day consecutive absence, Contact is made home by either Attendance officer or CEC</li> <li>Enrolment is amended if advised appropriately by parents</li> <li>If student is not attending regularly after 2 weeks a “Form 4 - Notice about compulsory schooling obligation - Failure to attend” is sent home.</li> <li>If attendance has not improved or no reply has been made by 5 consecutive days a “Form 5 – Warning notice about compulsory schooling obligation – Failure to attend ” is delivered home</li> <li>Enrolment is amended if advised appropriately by parents</li> <li>If attendance does not recommence the School Attendance officer will contact Regional Office support staff to investigate a consent to prosecute.</li> <li>Regional Office in consultation with School will make a decision on whether prosecution is the appropriate action. If so. A Template 6 – Failure to attend – General briefing note will be developed and sent to Regional Director.</li> </ul>

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 20178. We believe the first step in enabling a student to successfully complete Secondary schooling is to have 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

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

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State'.

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

The screenshot shows a single button labeled 'View School Profile'.

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

The screenshot shows a navigation menu with the following options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' option is highlighted.

Notes:

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

## Year 12 Outcomes

Tables 13–15 show for this school:

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

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

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	77	80	70
Number of students awarded a QCIA	1	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	76	78	63
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	93%	78%
Number of students who received an OP	25	30	28
Percentage of Indigenous students who received an OP	8%	7%	11%
Number of students awarded one or more VET qualifications (including SAT)	40	53	35
Number of students awarded a VET Certificate II or above	37	47	32
Number of students who were completing/continuing a SAT	5	9	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	88%	73%	82%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	94%
Percentage of QTAC applicants who received a tertiary offer.	100%	90%	100%

Notes:

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	4	3	2
6-10	9	11	10
11-15	9	8	11
16-20	3	7	5
21-25	0	1	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	11	11	10
Certificate II	36	47	31
Certificate III or above	3	2	7

Note:

The values in table 15:

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

Ayr State High School offers VET to the students via two methods. Firstly, we deliver VET training through the school covering;

- Business
- Hospitality
- Aquaculture
- Fitness



Secondly in partnership with TAFE Queensland North covering;

- Automotive
- Engineering
- Hairdressing and Beauty

## Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	75%	77%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	64%	76%	63%

Notes:

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

## Student destinations

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

### Early school leavers

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

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

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. A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Regional Transition officer supported these students into alternative training pathways, several through the newly established Pathways College.

### Next Step – Post-school destinations

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

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

This school's report will be available at

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