Ayr State High School

School annual report

Queensland state school reporting

2023

Contact details

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School context

Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2023	Year 7 – Year 12
Webpages	Additional information about Queensland state schools is located on the: • *My School* website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2021	**2022**	**2023**	**2021**	**2022**	**2023**
Year 7	106	108	94	109	108	97
Year 8	111	116	110	110	119	102
Year 9	89	115	121	90	114	115
Year 10	76	91	113	77	92	108
Year 11	69	81	89	65	74	75
Year 12	65	56	61	61	54	56
Total	516	567	588	512	561	553

Notes
1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2021	2022	2023
Year 7 – Year 10	21	21	20
Year 11 – Year 12	14	15	15

Notes
1. Classes are measured against targets of 28 students per teacher in Years 4 to 10 and 25 students per teacher in Prep to Year 3 and Years 11 to 12. Where composite classes exist across cohorts (e.g. Year 3/4) the lower target is used.

Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the _School Opinion Survey_ webpage.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree[1] that:	2021	2022	2023
This is a good school.	95.6%	93.8%	94.1%
My child likes being at this school.[2]	91.4%	92.8%	85.1%
My child feels safe at this school.[2]	94.4%	92.0%	81.6%
My child's learning needs are being met at this school.[2]	92.6%	89.5%	87.1%
My child is making good progress at this school.[2]	91.4%	91.3%	85.1%
Teachers at this school expect my child to do his or her best.[2]	98.6%	97.9%	94.3%
Teachers at this school provide my child with useful feedback about his or her school work.[2]	94.2%	90.2%	87.2%
Teachers at this school motivate my child to learn.[2]	89.9%	93.5%	83.7%
Teachers at this school treat students fairly.[2]	91.4%	88.8%	81.2%
I can talk to my child's teachers about my concerns.[2]	95.6%	93.7%	90.6%
This school works with me to support my child's learning.[2]	95.7%	93.8%	88.1%
This school takes parents' opinions seriously.[2]	88.7%	88.5%	80.8%
Student behaviour is well managed at this school.[2]	86.8%	85.6%	75.6%
This school looks for ways to improve.[2]	93.8%	94.3%	91.3%
This school is well maintained.[2]	98.5%	95.7%	95.2%

Notes

1. _Agree_ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.

Table 4: Student Survey

Percentage of students who agree[1] that:	2021	2022	2023
I like being at my school.[2]	68.9%	75.8%	76.5%
I feel safe at my school.[2]	73.3%	80.1%	79.6%
My teachers motivate me to learn.[2]	71.1%	76.4%	83.5%
My teachers expect me to do my best.[2]	95.5%	90.6%	95.0%
My teachers provide me with useful feedback about my school work.[2]	81.8%	82.6%	89.2%
Teachers at my school treat students fairly.[2]	67.4%	61.3%	70.6%
I can talk to my teachers about my concerns.[2]	60.0%	68.1%	61.8%
My school takes students' opinions seriously.[2]	66.7%	72.1%	71.6%
Student behaviour is well managed at my school.[2]	56.5%	60.7%	56.9%
My school looks for ways to improve.[2]	86.4%	84.2%	88.2%
My school is well maintained.[2]	69.8%	75.0%	74.0%
My school gives me opportunities to do interesting things.[2]	84.4%	82.3%	86.4%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.

Table 5: Staff Survey

Percentage of staff who agree[1] that:	2021	2022	2023
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	93.3%	83.3%	76.2%
I enjoy working at this school.[2]	97.7%	93.8%	88.7%
I feel this school is a safe place in which to work.[2]	97.7%	93.8%	88.7%
I receive useful feedback about my work at this school.[2]	83.7%	79.7%	66.1%
Students are encouraged to do their best at this school.[2]	100.0%	96.9%	98.4%
Students are treated fairly at this school.[2]	97.7%	95.5%	90.3%
Student behaviour is well managed at this school.[2]	93.0%	74.2%	58.1%
Staff are well supported at this school.[2]	88.4%	74.6%	77.4%
This school takes staff opinions seriously.[2]	86.0%	67.7%	65.6%
This school looks for ways to improve.[2]	97.7%	90.8%	90.3%
This school is well maintained.[2]	86.0%	86.2%	75.8%
This school gives me opportunities to do interesting things.[2]	92.7%	80.6%	80.3%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2021	2022	2023
Short suspension	96	131	183
Long suspension	5	4	4
Exclusion	2	0	0
Cancellation	5	10	10
Total	108	145	197

Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website.

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.

Search by school name or suburb	School sector ⌄	School type ⌄	State ⌄	🔍

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

View School Profile

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

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

Teacher standards and qualifications

The *Teacher registration eligibility requirements policy* states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

   (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

   (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

   (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

   •   https://www.qct.edu.au/registration/qualifications

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Headcount	48	50	52	27	30	30	<5	<5	5
FTE	46	48	48	22	24	25	<5	<5	<5

Notes
1.   Teaching staff includes school leaders.
2.   Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3.   FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages.

Table 8: Overall student attendance at this school

Description	2021	2022	2023
Overall attendance rate for students at this school	87%	85%	85%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2021	2022	2023
Year 7	91%	88%	87%
Year 8	87%	85%	84%
Year 9	85%	80%	84%
Year 10	86%	83%	82%
Year 11	86%	84%	87%
Year 12	89%	89%	90%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

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.

Search by school name or suburb		School sector ⌄	School type ⌄	State ⌄	🔍

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

4. Click on *NAPLAN* and select a year to view school NAPLAN information.

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

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

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) Year 12 Certification Summary.

Year 12 outcomes information are also available via the *My School* website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2021	2022	2023
Number of students who received a Senior Statement at the end of Year 12	57	48	54
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	3	2	5
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	95%	92%	94%
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	96%	98%	94%
Number of students awarded one or more VET qualifications (including SAT)	44	40	51
Number of students who were completing/continuing a SAT	5	8	6
Number of students awarded a VET Certificate I	14	10	47
Number of students awarded a VET Certificate II	40	38	41
Number of students awarded a VET Certificate II+	42	39	41
Number of students awarded a VET Certificate III+	14	12	16

Notes

1. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.

2. Data for each year is the latest available.

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
Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations
The results of the 2024 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2023), will be uploaded to this school's website in September 2024.

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

This school's report will be available at https://ayrshs.eq.edu.au.

Post-school destinations information is also available via the *My School* website.