 <b>MOURA STATE HIGH SCHOOL</b>	PO address	PO Box 224 Moura Q 4718
	Phone	(07) 49975888
	Fax	(07) 49975800
	Email	<a href="mailto:the.principal@mourashs.eq.edu.au">the.principal@mourashs.eq.edu.au</a>
	Website or Contact Person	<a href="http://www.mourashs.qld.edu.au">http://www.mourashs.qld.edu.au</a>

## Principal's foreword

### Introduction

Moura State High School is a small high school in the Dawson Valley that draws its students from Moura, Banana and Bauhinia State Schools into Year 8 and from Theodore State School in to Year 11. It is relatively unique for its size in that it is a Year 8 to Year 12 high school where the expectations are that the full range subjects are offered and the needs of all students are catered for.

Our school provides an essential service for those parents who wish to keep their family together while their students complete Year 12.

This year our student numbers increased significantly and there was quite a lot of movement of students in and out of the school. This movement is of course associated with the mining industry where there is considerable family movement from mine to mine. The service industries and the considerable agriculture industry contribute a stable core of families locally and so a stable core of students.

Our major goals for the year were to:

Counter any possible negative perceptions associated with our small size

Focus on improving the achievement of students in all year levels, both academically and vocationally

Strengthen the relationship with Moura State School to promote a seamless curriculum and transition as well as more efficient use of resources

Create a positive learning environment where negative behaviours are targeted

Provide staff with training so that they are better able to achieve our goals.

We were able to maintain a consistent message that this is a family oriented school with a resultant positive community support. This was evident later in the year in terms of predicted student numbers which looked like increasing in 2009. Transition programs with all schools were promoted to capture the increasing positive attitudes towards the school.

In senior we were able to offer a full academic program by face to face teaching as well as the addition of extra subjects studied successfully by distance education and the Virtual Schooling Service. We also offer a full range of Vocational Education subjects and support students with additional programs as well as work experience and school based apprenticeships and traineeships. Students are assisted to make wise choices by a program that assists transition into senior during their Year 10 year.

The curriculum for our younger students was continually updated and to make it more relevant to their needs. An example would be mining related units in Science supported by the Queensland Minerals and Energy Academy of which we are a member. Work units were rewritten to implement the new QCAR framework.

We moved towards a more supportive environment with a new Responsible Behaviour Plan that defined our four key school rules, taught appropriate behaviours, defined undesirable behaviours and their consequences but for the first time defined positive behaviours and a range of rewards and recognition for them.

Staff training remained a high priority with a much larger budget allocation than that suggested as a minimum requirement. Teachers get access to the latest ideas for their subject areas and are supported in programs that would develop them professionally.

## Future outlook

Our future to a large extent is tied to the future of our towns in the Dawson Valley which to a greater or lesser extent depend on the global economic environment. The effect on the mining industry will be critical. There have been positive signs of growth in all our towns which hopefully will flow on through our school. Early indications are student numbers are up for 2009 and possible 2010 which could result in increased resources. This could possible increase flexibilities and so allow for greater choice.

The focus for 2009 is to improve the achievement of students by preparing new units of work that focus on the essential learnings as well as treating students as individuals and targeting assistance to their areas of weakness. There will also be an active learning support program.

We realise that much valuable learning can be done with the support of the businesses and industry. We will continue to strengthen our relationships with these organisations to increase opportunities for work experience and School based Traineeships.

The teaching of Literacy and Numeracy will become a priority for improvement in 2009. There will be increased teaching time devoted to this with an aim to strengthen the foundations of English and Mathematics. The training of teachers in this will become of greater importance.

We will also continue to focus on the behaviour of students. We hope to continue to implement the philosophy of the school wide positive behaviour support program.

We also want to continue to strengthen relationships with our community and in particular co-operation with all of our associate schools in our district.

Staff development through training and professional development activities will continue to be an important focus so that staff develop the skills to achieve our aims.

## Our school at a glance

### School Profile

Total student enrolments for this school: 167

Year levels offered: Year 8 – Year 12

Coeducational

### Curriculum offerings

#### Our distinctive curriculum offerings

- Our school is not so distinctive in its curriculum offerings but is distinctive in the way the curriculum is offered.
- Although we are small there is still an expectation that there is a range of options provided
- We offer a full range of academic and Vocational Education and Training (VET) subjects for senior students.
- A number of these subjects are offered through the School of Distance Education and the Virtual Schooling Service
- These subjects are supported with a study coach and teacher aide time
- Additional VET subjects delivered from a range of registered Training Organisations are encouraged and supported
- We work with businesses and industries to support a school based apprenticeship and traineeship program.
- Middle phase students will all study a core curriculum
- English and Mathematics are emphasized in the core curriculum
- Literacy and Numeracy is taught to year 8 and Year 9 students
- Students experience a range of elective subjects and choose two lots of semester units in Year 8 and Year 9
- In Year 10 students choose each semester to study subjects that reflect senior subjects and choices
- We have strong relationships with business and industry and use that relationship to promote learning outside of the classroom

#### Extra curricula activities

- All students in years 8 to 10 and volunteers from Years 11 and 12 participate in an activities afternoon each week
- Students can elect to participate in a sport, recreational, personal development or cultural activity
- Sport is very popular with many students
- Volleyball and rugby league are particularly popular with the school participating in regular interschool competitions
- Students are encouraged and supported in trying out for higher sporting honours in a range of sports
- Public speaking was also popular with a smaller group of students
- Some of these students participated very successfully in a range of competitions
- Students who wish to enter are also supported in writing and poetry writing competitions

#### How computers are used to assist learning

The school enjoys an excellent computer setup. There is a ratio of between 2 - 3 students per computer and planning is occurring to prepare for moving to closer to one computer to two students. The school is totally networked which means computers are able to be used in any room for learning. There are also a range of devices such as data projectors and an interactive whiteboard to support learning. Teachers all have laptop computers which greatly facilitates the use of computers in the classroom. Teachers are encouraged to plan their use of computers when they are planning their units of work so that computers can then become integrated into the learning. The strategies vary from individual work by students to teacher directed whole of class demonstrations. Students use computers as a research tool, for learning by using a variety of programs, communication with others even outside of the school, for presentations and for assessment. Specialist skills are possible by using the multi-media based computers. There is also two specialist rooms set up with computers with specialist programs to enable students studying academic subjects through the Virtual Schooling Service to access their lessons from their teachers in Brisbane. Student satisfaction with the way computers are being used for learning rose last year to 60%. Satisfaction is probably

## Our school at a glance

associated with a perceived lack of access however the procurement of more computers is in the planning stage to give students and teachers greater access so that our philosophy that computers are integral to the classroom will be realized.

### Social climate

All students participate in one lesson each week of a variety of life skills. The topics vary dependent on the class groups and their needs. There is a heavy emphasis on personal development, relationships, bully prevention, career education and sexuality. The program is conducted primarily by the teachers with the assistance of specialist staff and outside specialists. Students are supported by care group teachers who meet students each morning and Year Level Co-ordinators. A heavy emphasis has been placed on the behaviour of students with modifications being approved to our Responsible Behaviour Plan. The activities program occurs one afternoon a week for all Year 8, 9 and 10 students and on a voluntary basis for years 11 and 12. This program allows for relationship building between students and students and staff. Even with the emphasis on social skilling and behaviour students satisfaction levels were lower than what was hoped for with 50% of students were happy to go to this school, 30% were satisfied with behaviour but 68% felt safe. The emphasis on behaviour has increased student expectations regarding fellow students and more feel safe. There were many students saying they were not sure. Parent opinions were far more positive in some areas with 75% saying students were happy to go to this school, 58% were happy with behaviour and 50% felt their students were safe. Bully prevention programs are planned as well as the continued focus on behaviour. Members of the school community are supportive of the continued focus on social skills and behaviours.

### Involving parents in their child's education.

Parents are actively encouraged to be involved with the education of their students. Every opportunity is taken to invite parents into the school. This includes two formal parent teacher interview evenings, parent information nights, school special events such as the investiture and graduation, sporting carnivals but also includes individual interviews and meetings. The P and C provides a vehicle for parents to regularly become involved with their students education. P and C meetings also gives the principal and staff the opportunity to brief parents on policies and plans and receive feedback. Parents are advised through the newsletter and also verbally to contact the school when they have concerns or they want information as to the progress of their students. Individual meetings with the principal and staff are a regular occurrence.

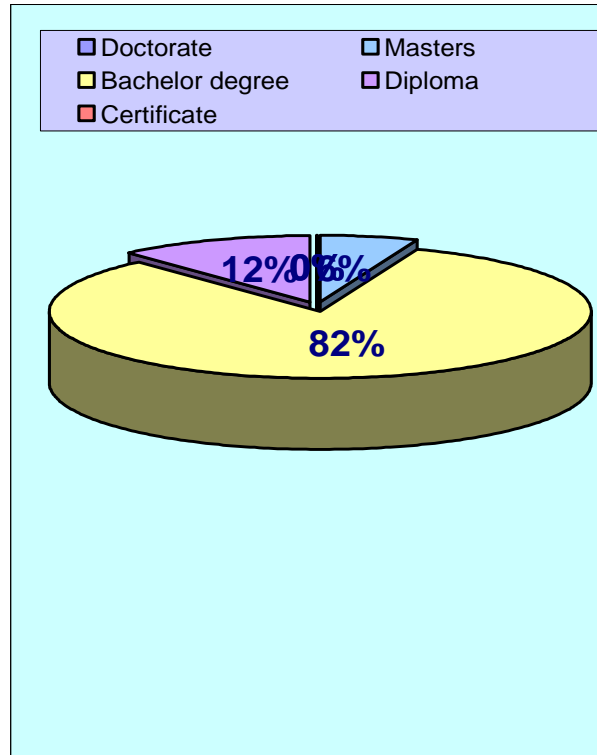
Parent involvement is strongly influenced by the nature of shift work which is a feature of life for many families.

50% of parents were satisfied that they have opportunities to participate in school decision making and 75% were satisfied that the school communicates well with them. 83% of parents were satisfied that school staff were approachable when they wanted to talk about their student. It is hoped that parents will be actively involved with reviewing and overhauling plans to improve all aspects of the school.

## Our staff profile

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	14
Diploma	2
Certificate	0



### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$6303.35.
- The major professional development initiatives are as follows: Phases of learning - Middle and Senior conferences, Curriculum - Implementation of QCAR framework, Individual curriculum training, Assessment and Reporting, School Priorities - Behaviour management programs and Networking – VET networks.
- The involvement of the teaching staff in professional development activities during 2008 was 70%.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

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

- From the end of the 2007 school year, 88 % of staff were retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2008 was 88 %.

### Key outcomes

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.

Domain	Measures	Yr 9
Reading	Average score for the school	564
	Average score for Queensland	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 94 %
Writing	Average score for the school	552
	Average score for Queensland	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 84 %
Spelling	Average score for the school	566
	Average score for Queensland	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 84 %
Grammar and Punctuation	Average score for the school	564
	Average score for Queensland	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 91 %
Numeracy	Average score for the school	553
	Average score for Queensland	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 97 %

### Apparent retention rates Year 10 to Year 12.

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

71 %

## Performance of our students

### Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	22
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	10
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	13
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	4
Number of students receiving an Overall Position (OP).	8
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	50 %
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.	68 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	100 %

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 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.

### Value added

We identified that literacy and numeracy issues were significantly affecting the achievement of many students in the core subjects. To help overcome this barrier we ran a Literacy and Numeracy class as a trial in 2007 and in 2008 fully implemented Literacy and Numeracy as a subject in Year 8. There were definite improvements in students Literacy and Numeracy and teachers believed that there was a definite improvement in students ability to participate in Mathematics and English. Students generally enjoy their Literacy and Numeracy as they often experience success. This teaching not only strengthens the basis but makes the link between English and Mathematics and the testing of Literacy and Numeracy. It also give extra time to develop the basics. It will become an ongoing program.

In our senior classes we have used our small size to advantage. Teachers can target individual students, who are under performing, with assistance. This can make a positive improvement to their grades and particularly their OPs. This targeted assistance is also helpful in assisting students achieve a QCE.

Career education programs, work experience and the school based apprenticeship and traineeship programs also supports and encourages student learning. All of these programs are strongly supported in the senior years. Career education is also supported in Year 8 and 9. All year 10s do a week of work experience.

Partnerships are also important. We enjoy wonderful support from local businesses, industry and welfare agencies. We are also a gateway school in the Queensland Minerals and Energy Academy which gives us access to units of study, resources and student enrichment in this industrial sector.

## Performance of our students

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

In a school like ours student and parent opinions can vary a lot from year to year. A few high profile occurrences can swing opinion significantly because the school is small and news travels quickly. In surveys student satisfaction was generally improved significantly in all areas of school performance from 2007 except for a fall in their satisfaction with their outcomes. This was probably as a result of the surveyed class having a number of staff changes through the year. The largest increases in satisfaction was with learning and school climates which reflect the emphasis on social skilling and behaviour. Parent satisfaction generally increased with marked increases in their satisfaction with the teaching and curriculum. There was a slight fall in the satisfaction also with outcomes. Parent and students were strongly satisfied that this is a good school.

The strong focus on priorities for improvement in 2008 raised awareness of these issues. Improvements in satisfaction were encouraging but there is enough evidence for some of these focus areas continuing as a priority.

It is expected that there will be major emphases to learning and teaching and classroom management occurring in the future to further improve satisfaction of parents and students.

Staff work very well together. This year a number of teachers left at differing times for a variety of reasons that could not be controlled by the school. The effect was to place added strain on many other staff hence there was a drop in staff satisfaction in some areas of their work. Stability and training will be important in addressing these issues.