



Moura 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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From the Principal

School overview

Moura State High School – ‘Strive Today to Build Tomorrow’

Vision:

At Moura State High School, we are more than just a school. Our learning community shares a commitment to high expectations and student success. We strive to nurture and develop active community members who embody our core values

Core Values:

Respect, Integrity, Responsibility

Moura State High School is a small, rural, co-educational high school catering for Years 7 to 12. Our vision is to develop a positive and supportive environment where all students and staff collaborate and support each other in achieving our goals. Moura SHS is highly engaged with the local community and we are proud of our ability to provide students with ample opportunities to succeed, regardless of the size of our school, our complexities and our distance from major centres. We cater for both academically and vocationally minded students with a mission to cater for all learners by providing a range of varied educational opportunities promoted by excellence in teaching and learning processes. Students are encouraged and supported to participate in a wide range of extracurricular activities including the arts, sport, agriculture, public speaking, academic completions, STEM initiatives, rock climbing and robotics. Moura High is the focal point of educational, sporting and cultural interaction within the community and facilitates positive, yet challenging experiences for a diverse range of students. Students excel in a wide range of activities, academically, socially, vocationally, in sport and culturally. Excellence and achievement in all of these areas is celebrated and is a key focus of the school's positive culture. Moura High boasts incredibly strong links with the community including the Moura Community Progress Association, Moura Men's Shed, Anglo-American, QNP, Central Queensland University, Moura State School and many other local businesses and organisations. This allows Moura High to promote and facilitate a diverse range of pathways for all of our students



School progress towards its goals in 2018

2018 Key Priorities	<ol style="list-style-type: none"> 1. Consolidate the WSCP with clarity, consistency and rigour, including formative feedback 2. Enhance student wellbeing through positive behaviour, attendance and targeted programs
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Consolidate the WSCP with clarity, consistency and rigour, including formative feedback

Throughout 2018, our Whole School Curriculum Plan continued to be a major focus area for improvement. In particular, our school focussed on our continued journey towards implementation of the Australian Curriculum with rigour, consistency and fidelity by 2020, as well as our readiness for the implementation of the New QCE in 2019. Key improvement strategies in junior curriculum included development and implementation of school processes to ensure high quality curriculum planning, as well as the developing of capacity of staff to develop and implement this curriculum. Our school provided significant time for our senior school teachers to prepare and plan for the implementation of the New QCE and developed plans and processes for this implementation.

Outcomes:

2018 (A-C% Improvement from 2017)				
Year Level	English	Maths	Science	Humanities
7	92% (8%)	83% (10%)	92% (8%)	89% (5%)
8	193% (8%)	100% (6%)	81% (13%)	100% (7%)
9	97% (3%)	84% (1%)	79% (4%)	82% (11%)
10	90% (3%)	76% (3%)	87% (7%)	96% (16%)
Key	Green = % Improved from 2017	Black = % Similar to 2017	Red = % Regressed from 2017	

- Across core subjects in Years 7-10, 8 had a significant increase in A-C achievement in 2018. Only 4 had a significant regression
- 100% Year 12 QCE Attainment
- 100% Year 12 students left with either a CQE, VET OR SAT qualification
- 100% Year 12 students applying for university received first round offers
- All Year 7-10 ACARA Subjects aligned to Version 8 of the Australian Curriculum

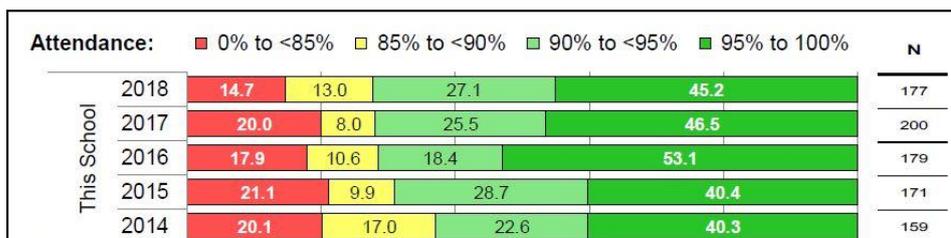
Enhance student wellbeing through positive behaviour, attendance and targeted programs

A significant focus for our school in 2018 was the redevelopment of our school vision, values and Responsible Behaviour Plan for Students. This was an extensive and holistic process that included staff, students and community members in decision-making. Decisions were based on both subjective feedback and objective school data to ensure highly structured and positive behaviour management processes for our school. We continued to

reward students for their positive behaviour and positive attendance with the introduction of the SAV-V (School Acknowledgement of Vision and Values) Award and celebration of high student attendance.

Outcomes:

- As a community, we developed our school's new vision and key values. This was a positive and extensive process
- As a school, we developed our new Responsible Behaviour Plan for Students, instigated two trial processes and finalised all documentation and processes for full implementation in 2019
- In 2018, our school sustained it's high level of attendance with 2018 whole school attendance finishing at 91.8%
- Our school continued to improve the % of students attending less than 85% of the time with only 14.7% of students attending less than 85% of school
- % of student attendance above 90% increased from 72% in 2017 to 72.3% in 2018



Future outlook

2019 Key Priorities

- ✓ Solidify the **Whole School Curriculum Plan**, particularly **whole-school moderation processes** and alignment of junior and senior curriculum
- ✓ Enhancing **student and staff wellbeing** by promoting a positive culture of learning with embedded and add-on wellbeing programs

Key Improvement Strategies

Solidify the Whole School Curriculum Plan , particularly whole-school moderation processes and alignment of junior and senior curriculum	Develop a whole-school approach to moderation and implement across Years 7-10
	Engage Years 7-10 teachers in external moderation within the cluster
	Provide time and space for teaching staff to continue work on developing new senior curriculum, while also ensuring Years 7-10 is at Australian Curriculum V8 and assessment uses GTMJ's
	Review the whole-school ICP development and review processes

Enhancing student and staff wellbeing by promoting a positive culture of learning with embedded and add-on wellbeing programs	Continue to celebrate attendance and positive student behaviour
	Closely case manage and monitor attendance of disengaged or potentially disengaged students
	Embed the school's 2019-2021 Responsible Behaviour Plan for Students
	Continue to build positive relationships with businesses and organisations, engage these businesses and organisations in our school and solidify pathways for senior students
	Seek and engage in opportunities to build staff morale through events and activities

2019 Improvement Goals

Solidify the Whole School Curriculum Plan , particularly whole-school moderation processes and alignment of junior and senior curriculum	<ul style="list-style-type: none"> ➤ Years 7-10 subject achievement results reflect increased clarity of curriculum: ENG A-C: 95% (A: 15%). MAT A-C: 95% (A: 20%). SCI A-C: 85% (A: 15%) ➤ Years 7-10 Australian Curriculum assessment applies Guides to Making Judgements and aligns to new senior assessment modes. ➤ Years 7-10 Australian Curriculum unit plans include the teaching of foundations needed for the new senior system ➤ A whole-school formal approach to moderation is developed and implemented ➤ Consistent whole-school Individual Curriculum Plan development and review processes are embedded
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Enhancing student and staff wellbeing by promoting a positive culture of learning with embedded and add-on wellbeing programs	<ul style="list-style-type: none"> ➤ Whole school attendance increases from 91.8% for 2018 to 92.5% for 2019 ➤ % of students <85% attendance decreases from 16.8% in 2018 to below 15% in 2019 ➤ Decrease in School Disciplinary Absence's (SDAs) from 62 in 2018 to <50 days in 2019 ➤ Key items in School Opinion Survey (as seen below) see improvement in 2019; <ul style="list-style-type: none"> <i>Teachers at my school treat students fairly (improve by 15% for both parents and students)</i> <i>Student Behaviour is well managed at my school (improve by 20% for parents, students and teachers)</i> <i>I feel that staff morale is positive at my school (improve by 15%)</i> ➤ Junior Secondary Wellbeing Program developed and implemented ➤ Senior Secondary pathways options continue to grow in certificate courses, work experience, apprenticeships and traineeships, university and other pathways
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Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	169	170	171
Girls	89	89	80
Boys	80	81	91
Indigenous	20	20	24
Enrolment continuity (Feb. – Nov.)	95%	85%	96%

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 student body at Moura SHS is split primarily between town and country students. Approximately 38% of students live out of town with 62 students accessing regular bus travel to and from school each day. 15% of students come from an Indigenous background and approximately 13% of students are verified with a disability. Families are generally long-term families from the area or are itinerant with many parents and guardians being employed in the local mines. The ICSEA of the school is currently at 915.

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	19	18	18
Year 11 – Year 12	15	15	12

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

Moura SHS engages in a holistic approach to education in which students are exposed to a range of opportunities within its curriculum delivery. The corner-stone pedagogy of Moura High is Explicit Instruction, however, teachers and engage a range of pedagogies in their day-to-day practice to ensure every student receives opportunities to learn.

Subjects offered in the junior school include:

- Australian Curriculum English, Maths, Science, Humanities and HPE
- Art, Music, ICT, BCT, Agriculture, ITD, Rock Climbing and Media Arts

Subjects offered in the senior school include:

- General English and Essential English
- General Maths and Essential Maths
- Chemistry and Biology
- Modern History, Geography, Business and ICT
- Agriculture, Building and Construction, and Art
- Distance Education (including Legal Studies, Ancient History, Physics, Maths Methods, IDMT etc.)

Our strong links with community, Registered Training Organisations (RTO's) and Central Queensland University (CQU) also allow for a range of certificate courses, school based apprenticeships and traineeships (SATs), and work experience to be offered. Currently, Moura High supports certificate courses and SATs through a range of organisations and businesses such as;

- Certificate II Resources and Infrastructure, Certificate II Health Support Services, Certificate II Logistics
- Apprenticeships (Moura Mechanical, Moura Tavern)
- Traineeships (Baralaba Medical Centre, IGA, Hills Agriculture, Moura Childcare)
- Work Experience (QNP, Anglo-American, Thiess, Moura VET Clinic, Moura SS)

Co-curricular activities

Moura SHS offers a range of extra-curricular activities in areas such as sport, the arts, public speaking and agriculture. These offerings include:

- Cattle Club
- Premier's Reading Challenge

- Readers Cup
- Tutoring
- Inter-school sport
- Academic Competitions (Big Science, Maths Competition, ICAS Competitions)
- Vocal Group
- Instrumental Music and School Concert Band
- Rock Climbing Club
- Robotics Club
- School Gym Program
- School and Representative Sport

How information and communication technologies are used to assist learning

Information and Communication Technologies are utilized across curriculum areas to ensure students develop the skills required to succeed in the modern world. Additional to curriculum areas such as ICT and BCT, students learn basic word, publisher, excel, movie maker and power point skills across curriculum areas. Students also engage in typing programs in the junior years to improve these skills. An ICT framework was developed in 2016 in conjunction with Moura State School to ensure students from P-12 at Moura are equipped with the ICT skills needed and that the teaching and learning of these skills occurs in a linear and coherent fashion. The school is equipped with 4 full computer labs and 4 full laptop trolleys to facilitate this learning.

Additionally, students in both the junior and senior years engage with robotics and coding as a part of the ICT curriculum. Students are also offered the opportunity to participate in our weekly robotics club sessions and are provided with opportunities to enhance their ICT, robotics and coding skills in STEM extra-curricular activities such as our annual Year 6/7 STEM Day in conjunction with Moura SS.

Social climate

Overview

Moura SHS is an inclusive school which caters for the diversity in our local community. This includes being proactive in student wellbeing and learning. Student wellbeing is supported in the school via the following programs and actions:

- House based pastoral care groups for junior and senior secondary
- Targeted wellbeing lessons in junior classes once per week
- 'Life Skills' lessons in senior classes twice per week
- Support from the school Chaplain, Guidance Officer, School Based Health Nurse and HoSES
- Support from outside agencies such as Anglicare, CRC and Gladstone Youth Justice
- Celebrations of students in curriculum and non-curriculum activities at school parades
- Lunchtime activities with the School Chaplain
- School Leadership Camps
- SAV-V Awards acknowledging consistent positive student behaviour and effort
- Student Services for student case management
- Participation in National Day of Action Against Bullying and Violence

Student academic development is supported in the school via the following programs and actions:

- ICP's for students working below their year level
- Differentiated teaching and learning within the curriculum as facilitated by the school differentiation strategy
- Specific programs and support for identified SWD students, including a model of inclusive classroom practice
- Reading Recovery
- Teacher Aide support in class
- Opportunities for extension in academic competitions and activities such as Readers Cup

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)	83%	86%	85%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	79%	91%	85%
• their child likes being at this school* (S2001)	83%	86%	77%
• their child feels safe at this school* (S2002)	83%	86%	85%
• their child's learning needs are being met at this school* (S2003)	88%	86%	81%
• their child is making good progress at this school* (S2004)	88%	86%	85%
• teachers at this school expect their child to do his or her best* (S2005)	83%	95%	85%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	91%	85%
• teachers at this school motivate their child to learn* (S2007)	83%	91%	85%
• teachers at this school treat students fairly* (S2008)	79%	86%	77%
• they can talk to their child's teachers about their concerns* (S2009)	79%	95%	88%
• this school works with them to support their child's learning* (S2010)	79%	95%	85%
• this school takes parents' opinions seriously* (S2011)	83%	86%	77%
• student behaviour is well managed at this school* (S2012)	83%	82%	54%
• this school looks for ways to improve* (S2013)	79%	86%	77%
• this school is well maintained* (S2014)	100%	95%	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)	96%	92%	86%
• they like being at their school* (S2036)	83%	81%	67%
• they feel safe at their school* (S2037)	91%	87%	80%
• their teachers motivate them to learn* (S2038)	98%	91%	86%
• their teachers expect them to do their best* (S2039)	96%	98%	90%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	90%	81%
• teachers treat students fairly at their school* (S2041)	76%	78%	55%
• they can talk to their teachers about their concerns* (S2042)	83%	79%	60%
• their school takes students' opinions seriously* (S2043)	79%	80%	68%
• student behaviour is well managed at their school* (S2044)	83%	78%	57%
• their school looks for ways to improve* (S2045)	96%	96%	81%
• their school is well maintained* (S2046)	94%	94%	86%
• their school gives them opportunities to do interesting things* (S2047)	94%	85%	85%

* 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)	100%	97%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	98%
• they receive useful feedback about their work at their school (S2071)	88%	91%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	90%
• students are encouraged to do their best at their school (S2072)	97%	97%	97%
• students are treated fairly at their school (S2073)	97%	94%	81%
• student behaviour is well managed at their school (S2074)	82%	97%	56%
• staff are well supported at their school (S2075)	88%	88%	78%
• their school takes staff opinions seriously (S2076)	94%	91%	79%
• their school looks for ways to improve (S2077)	100%	97%	95%
• their school is well maintained (S2078)	91%	97%	95%
• their school gives them opportunities to do interesting things (S2079)	91%	97%	88%

* 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

Moura SHS takes pride in its engagement with parents and community members to ensure that every student is succeeding to the best of their ability. Engagement with parents comes in a variety of forms, including;

- Parent Teacher interviews (regularly 90-95% of all slots booked)
- School Sports (eg. Volleyball Committee)
- High attendance and involvement in the P&C
- High attendance of parents at sport carnivals
- Parent volunteers in the canteen and in the school
- Weekly newsletters
- Consistent communication from staff to home via email, phone and text
- Parents heavily involved in consultation process for students on ICP's and SWD students
- Parents and the community heavily involved in the development of the school's vision and values
- Community forums to discuss important school issues

In a small town, community engagement is integral to high quality learning outcomes. Moura SHS engages in the community via the following actions and strategies:

- Australian Business Week (Involvement from Anglo-American, Central Queensland University etc.)
- Annual Business Luncheon to thank local businesses and organisations for their support of the school
- Work Experience for Year 10 students and other identified students
- School participation at ANZAC Day and the Coal and Country Festival (Arts night, Community Concert etc.)
- Programs for identified students such as 'Fit Fellas' and Gross Motor Programs with CRC
- 15% of senior students engaged in school based apprenticeships or traineeships with local businesses such as IGA, Hills Agriculture and Moura Childcare
- Anglo-American engaging in interviews with students for senior English assessment
- Close relationships with the local cotton industry (Cotton Australia, Moura Cotton Gin, Hutchinson Farm etc.) with the "Teach the Teacher Cotton" Event and student curriculum engagement in the cotton industry
- Parent and community support with Cattle Club
- Reciprocal relationship with Moura Men's Shed
- Engagement of Anglo-American, Thiess and QNP in supporting students and student resources

Respectful relationships education programs

Appropriate, healthy and respectful relationships are key to the education of young people and, as such, Moura SHS implements a range of strategies to enable this. The School Based Health Nurse engages students in a range of programs and activities within the HPE Australian Curriculum which helps to strengthen student skills and knowledge in respectful relationships. Specific programs are also delivered during Life Skills lessons to senior students by the School Based Health Nurse. The school Chaplain plays a lead role proactively educating students of safe, respectful and appropriate relationships. Furthermore, the leadership team of the Principal, Heads of Department, Guidance Officer, HoSES, Coordinators and Industry Liaison Officer are proactive in recognizing possible student issues, whether at school or outside of school, and working through these identified issues as a team.

Additionally, Moura High engages outside agencies and school staff to help facilitate student development in understanding respectful relationships and building skills to help students build positive relationships. This includes the 'Love Bites' Program from Years 7-10 facilitated by the Guidance Officer, School Based Health Nurse, Anglicare and local police. Our school engages the local youth support worker from Anglicare for identified students, the school-developed evidence based Wellbeing Program, engagement of local health workers within the HPE curriculum and others. Child Youth Mental Health Services also provide extra support for students with significant mental health needs.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	68	58	70
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	1	0
Cancellations of enrolment	0	0	0

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

Moura SHS has made efforts in reducing its environmental footprint by ensuring lights and air conditioners are turned off when not in use and by also engaging a new photocopying policy to save paper. Environmental awareness is also embedded in the Year 7-10 Geography curriculum.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			149,308
Water (kL)		4,940	6,471

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.

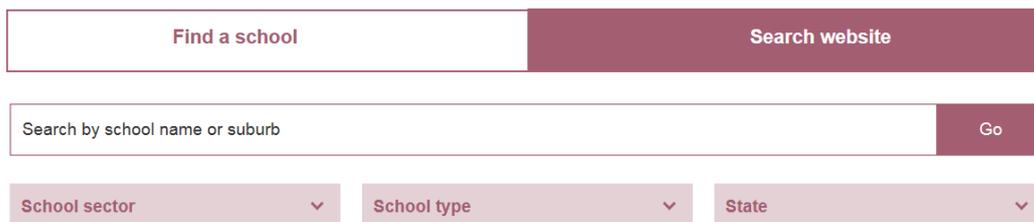
School funding

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](http://www.myschool.edu.au/) 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.



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



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



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	18	20	0
Full-time equivalents	17	13	0

*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	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	17
Diploma	
Certificate	

*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 \$18 000

The major professional development initiatives are as follows:

- Pedagogy development with Yvana Jones
- Preparedness for New QCE
- Classroom Profiling

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	92%	92%	92%
Attendance rate for Indigenous** students at this school	93%	87%	93%

* 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
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

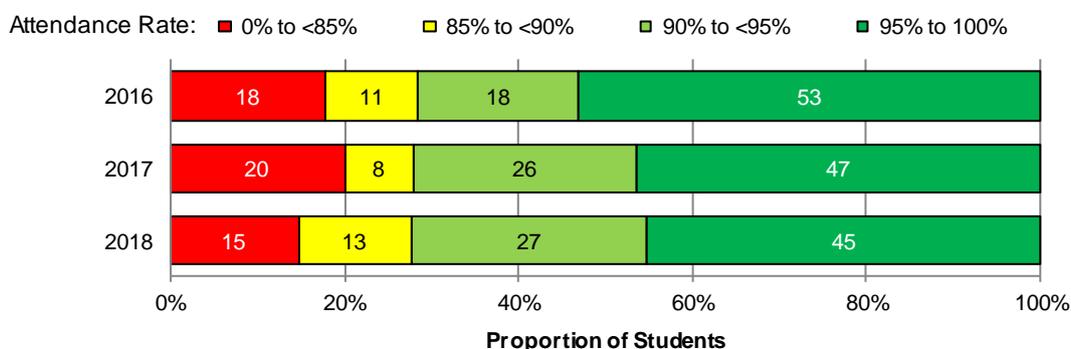
Year level	2016	2017	2018
Year 7	93%	95%	91%
Year 8	94%	91%	95%
Year 9	92%	91%	91%
Year 10	93%	90%	91%
Year 11	87%	90%	92%
Year 12	93%	93%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Class rolls are marked every morning in pastoral care groups using ID Attend. Moura SHS then applies a text message system which is automatically sent to parents or guardians for unexplained absences. The office staff then follow-up unexplained absences.

In tri-weekly student services meetings, the junior, middle and senior student services teams identify students with significant and/or consistent unexplained absences. Initial contact is then made via phone and/or letter with parent and/or student meetings where required. Moura SHS applies the Department of Education Enforcement of Attendance Policy if other methods of improving attendance do not have a positive impact.

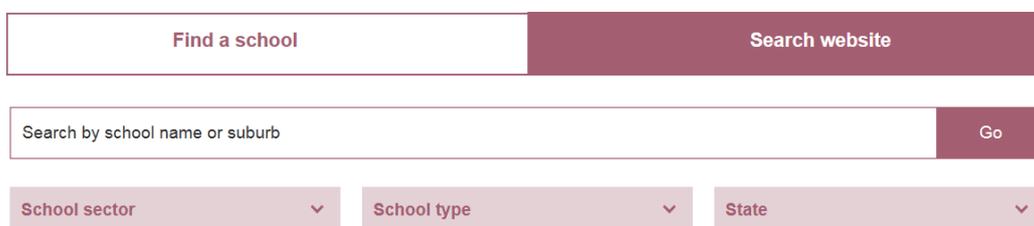
Moura SHS has positive attendance in the school which is built upon by celebrating high attendance with acknowledgement of high attendance on parades and in newsletters. Each term, students with 100% attendance receive a personalised letter from the Principal as congratulations for their efforts

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.



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



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



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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	25	25	25
Number of students awarded a QCIA	1	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	24	25	24
Percentage of Indigenous students awarded a QCE at the end of Year 12		100%	100%
Number of students who received an OP	11	5	10
Percentage of Indigenous students who received an OP		25%	0%
Number of students awarded one or more VET qualifications (including SAT)	22	25	23
Number of students awarded a VET Certificate II or above	19	25	23
Number of students who were completing/continuing a SAT	2	10	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	55%	80%	90%
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%	100%	96%
Percentage of QTAC applicants who received a tertiary offer.	57%	33%	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	0	0	1
6-10	1	2	4
11-15	5	2	4
16-20	5	1	1
21-25	0	0	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	12	14	2
Certificate II	19	25	23
Certificate III or above	0	4	0

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).

Every senior student at Moura SHS has the opportunity to study a Certificate II in either;

- Resources and Infrastructure
- Health Support Services
- Logistics

Students may study further certificate courses at the discretion of the principal such as Certificate II IDMT and Certificate II Business

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	64%	86%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	0%	133%	400%

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.

Almost 100% of students at Moura High complete their Year 12 study. Those who do not are supported by the Senior Student Services team and the school's Industry Liaison Officer to achieve part or fulltime employment and/or training.

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.mourashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>