

# Mackay North State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview



Mackay North State High School is a high performing school with a proven record of academic, cultural, sporting and citizenship excellence. Students who attend Mackay North have the opportunity to excel across a variety of areas and participate in a number of rewarding extra-curricular activities including international and domestic Marching Band tours, performing arts productions, international ANZAC tours and a range of other sporting, academic and cultural excursions.

Mackay North prides itself on the achievement of our students in a range of different fields, and allows all students the opportunity to succeed in their chosen pathway. Our values of respect, resilience and confidence are embedded into our curriculum and delivered and modelled to students by our team of committed teaching and non-teaching staff. Community involvement is strongly encouraged and the dedication of our students is visible both in the classroom and through their involvement in extra-curricular activities. In particular, Mackay North is noted for its Music Excellence program.

## **Our vision**

Every student striving for their best; demonstrating respect, resilience and confidence.

## **Our purpose**

To: develop resilience within a strong supportive and accountable school community; confidence through striving to achieve success; and respect through collaboration and understanding of the shared journey requiring students, teachers and parents to work together to achieve success.

We achieve this through:

- ✓ Combining expert staff with the Art and Science of Teaching to create lessons which are well designed, engaging and which caters to the diverse range of learners we have in our classrooms.
- ✓ Creating classrooms and a school community where students feel able to share ideas and develop critical skills within a flexible, appropriate and strong disciplined environment.
- ✓ Supporting our students with a creative and evolving academic and personal development program based in real world research and support.
- ✓ A strong, current engaging curriculum allowing all students to find and build on their strengths.
- ✓ A co-curricula program encompassing the Arts, Sport and Academia allowing all students to find their passion and voice that underpins success at school.
- ✓ Support all students in developing their identity in a compassionate, safe and accepting school community.

## **School Values**

- Respect
- Resilience
- Confidence

# Principal's Forward

## Introduction

Mackay North State High School has a proud tradition of educational excellence in the Mackay region. As a Band 11 school, we have an enrolment of over 1300 students. Our dedicated staff are committed to high quality teaching and learning across the school from Years 7 to 12.

At North we believe every student has the opportunity to succeed. We offer students a range of pathways as they progress from Junior Secondary to Senior Secondary, and we have high expectations of our students, whichever pathway they commit to follow.

Our school values of respect, resilience and confidence are embedded into all facets of school life at North High. From our school wide well-being programs to our programs of academic excellence our students are always encouraged to strive for their best.

The Mackay North State High School community is proud of the achievements of our students and our staff. Our dedicated leadership team work together to ensure that our school offers the very best education to all students.

### **School Progress towards its goals in 2016**

In 2016, the key priorities were writing, high quality teaching practices, whole school attendance, student outcomes and curriculum delivery. Considerable progress was made towards these goals in 2016.

#### **Writing:**

In 2016 Mackay North continued its whole school focus on literacy through the 'Read On, Write On' initiative. Selected students were also able to extend their literacy skills through the STELLAR program, while Learning Support students participated in the FastForWord program. In 2016, the school employed a Literacy Coach to work across curriculum areas in the delivery of improved literacy outcomes for students.

#### **High quality teaching practices:**

Mackay North's pedagogical framework has been developed around the Art and Science of Teaching (ASOT). This model allows teaching staff to further enhance and improve their teaching practices using evidence based practices. Teachers are also able to align this framework to the Australian Institute for Teaching and School Leadership (AITSL) standards to ensure our students are receiving the best education. The Head of Department (Pedagogy) leads the whole school improvement journey in ASOT.

#### **Whole School Attendance:**

Mackay North has a comprehensive whole school attendance policy. Student attendance is closely monitored by Homegroup teachers. Each year level at Mackay North has its own Year Level Coordinator. This person



oversees the attendance for their year level and liaises with Deputy Principals and key support staff in the school, including two Guidance Officers, Youth Support Coordinator, Chaplin and Nurse. Attendance patterns are identified and action is taken to improve attendance.

**Student outcomes and curriculum delivery:**

Students in the Senior School undergo an Academic Review Process biannually. This process facilitates the tracking of all our senior students towards achieving a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA), and an Overall Position (OP). Each student in year 11 and 12 meets with a curriculum leader to identify their successes and areas for improvement. There is also a thorough Senior and Education Plan (SETP) process that Year 10 students undergo in the lead up to Year 11 subject selection. Consequently, there has been an improvement in the QCE outcomes for our senior students.

**Numeracy:**

Numeracy continues to be a success area for Mackay North students. High expectations from the start of high school enable students to achieve great results in NAPLAN and in their numeracy based subjects.

2016 Priority	Strategy	Progress / Review
Writing	<ul style="list-style-type: none"> <li>➤ Ensure consistent whole school practices around the teaching of Writing and Reading, leading to improved student outcomes</li> <li>➤ Provide professional development and coaching to ensure teachers knowledge of content and delivery in writing and reading</li> <li>➤ Provided targeted resources to extend high performing students</li> </ul>	Embedded
High quality teaching practices	<ul style="list-style-type: none"> <li>➤ Develop a Pedagogical Framework based on ASOT</li> <li>➤ Build teacher capability to use technology to analysing data and differentiate the learning needs of students across all subjects</li> <li>➤ Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice</li> <li>➤ Staff engage in collaborative meetings to plan, monitor student progress and review progress against whole school targets</li> </ul>	Embedded
Whole school attendance	<ul style="list-style-type: none"> <li>➤ Implement MNSHS Attendance Policy to address patterns and procedures in attendance</li> <li>➤ CEC to link with Student Services to provide information and tracking systems for indigenous attendance</li> </ul>	Consolidating
Student outcomes and curriculum delivery	<ul style="list-style-type: none"> <li>➤ Develop teacher and Head of Department capability to align curriculum documents and deliver curriculum effectively across the whole school</li> <li>➤ Academic Review process and case management through the student services team ensures all students are on track to achieve a QCE, QCIA and / or certificate course</li> <li>➤ SETP program for Year 10 students in WAVE (whole well-being curriculum)</li> <li>➤ Staff and student digital capabilities enhanced through professional development and induction sessions</li> <li>➤ Whole school Well-being program (WAVE) implemented to address the school values, and the key components of junior and senior secondary</li> </ul>	Consolidating
Numeracy	<ul style="list-style-type: none"> <li>➤ Ensure consistent whole school practices around the teaching of Numeracy, leading to improved student outcomes</li> <li>➤ Provide professional development and coaching to ensure teachers knowledge of content and delivery in Numeracy</li> </ul>	Consolidating

**Future Outlook**

In 2017 we have identified a number of priority areas:

1. **High quality teaching practices (ASOT Coaching)**
2. **Differentiation and student data tracking (Know your class)**
3. **Attendance**

Additional improvement foci:

- ✓ Whole school curriculum and assessment
- ✓ Whole school literacy and numeracy
- ✓ Student resilience and whole school well-being



2017 Priority	Targets	Strategies
High quality teaching practices	<ul style="list-style-type: none"> <li>➤ 100% teaching staff engaged in coaching model</li> <li>➤ ASOT strategies and terminology utilised and visible in every classroom</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop and implement a whole school coaching model linked to ASOT</li> <li>➤ Embed the culture, climate, processes and protocols of classroom feedback to support professional development and encourage reflective practice</li> <li>➤ Staff utilise ASOT strategies to improve classroom practice</li> </ul>
Differentiation and student data tracking	<ul style="list-style-type: none"> <li>➤ Differentiation plans for every class on One School or faculty specific template</li> <li>➤ Improvement in the relative gain of all students in U2B</li> <li>➤ More students showing improvement moving from Cs to Bs and Bs to As in core areas</li> <li>➤ All eligible students reach NMS</li> <li>➤ All ICPs link to assessment and reporting</li> <li>➤ Achievement in Year 7 to 10; 85% A - C, &lt; 15 % D - E</li> <li>➤ Achievement in Year 11 to 12; 95% A - C, &lt; 5 % D - E</li> <li>➤ 97% of students obtain a QCE or QCIA and 100% graduate with a meaningful pathway (QCE, QCIA, Certificate, OP)</li> <li>➤ 80% OP 1 - 15, 20% OP 1 - 5</li> </ul>	<ul style="list-style-type: none"> <li>➤ Whole school data plan used by all faculties, senior secondary team, and junior secondary team</li> <li>➤ Teachers plan to differentiate for all students through the utilisation of ASOT strategies, coaching etc</li> <li>➤ Gifted and talented programs implemented across the school</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>➤ Whole school attendance target: 93%</li> <li>➤ &gt;40% above 95%</li> <li>➤ &lt; 20% less than 85%</li> <li>➤ 95% individual target</li> <li>➤ Close the Gap: zero gap in attendance between Indigenous and Non-indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance Policy detailing tracking, data analysis and responsibilities of staff, students and parents</li> <li>➤ Student rewards and incentives</li> </ul>

2017 School Improvements	
Whole School Curriculum and Assessment	Whole School Curriculum Plan and Assessment and Reporting Plan aligns with QCAA / Australian Curriculum and reflects classroom practice.
Whole school literacy and numeracy	Literacy and Numeracy Coach are employed to deliver PD to staff, deliver programs, support students, and analyse and interpret data. HODs ensure Read on and Write On focus is explicit in all unit plans, embedded in classroom practice and visible on all assessment pieces.
Well-being and resilience	Whole school academic and personal development programs and initiatives address the needs of all students. Student services team and other support teams review, develop and implement a range of programs to address the diverse needs of students. Year Level Coordinators develop and deliver extra-curricular programs and activities that enhance student well-being. Staff well-being is addressed by delivering a range of formal and informal activities and programs led by a small team.

# 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 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1438	731	707	132	92%
<b>2015*</b>	1395	735	660	147	93%
<b>2016</b>	1345	706	639	149	92%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Our student body is diverse and representative of a wide range of characteristics including Indigenous students, students with special needs, ESL students and international students. Mackay North is an Education Queensland International school and accepts up to twenty enrolments from overseas students at any one time. Mackay North is an inclusive school and students who enrol are from a variety of cultural backgrounds.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	22	22
Year 11 – Year 12	18	19	18

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

At Mackay North we have implemented the Australian Curriculum across Years 7 to 10. Our senior subjects align with the Queensland Curriculum and Assessment Authority requirements.

We also offer a range of additional subjects that allow our students to excel. These subjects include Music Excellence, Art Excellence, the STELLAR program (literacy), Extension Mathematics in Year 10. Students also have the opportunity to be selected for enrolment in the Mackay Engineering College.

Students with learning difficulties and students with disabilities are also supported at our school through a range of tailored programs and learning support classes. A number of students are assessed on an Individual Curriculum Plan.

### **Co-curricular Activities**

Our distinctive extra-curricular offerings include a strong instrumental music program which involves over 200 students in tuition and membership of a large number of ensembles or bands. The signature ensemble is the Marching Band which is a unique group in Queensland incorporating percussion, woodwind and brass along with a choreographed banner routine. Other Performing Arts include – Rock Pop Mime, Drama productions, Rock Eisteddfod and school concerts.

Our school has a strong sporting tradition with many opportunities to participate in team or individual sports for all year levels. The Annual Sports Awards Night is a special part of our school calendar, recognising the success and achievements in sport each year.

The nationally recognised ANZAC commemorative tours are held biennially, for senior students to visit Gallipoli, France, Belgium and Singapore.

Other extra-curricular activities include:

- ✓ F1 in schools
- ✓ Debating
- ✓ Public speaking competitions
- ✓ Chess
- ✓ Camps and Excursions
- ✓ Academic competitions

### **How Information and Communication Technologies are used to Assist Learning**

A 'Bring Your Own Device' program (BYOx) was introduced for Junior Secondary students in 2015, where students were required to bring their own iPad. In 2016, the school moved to a BYOx program for all students. All students in Year 7 – 9 are expected to bring an iPad to school, while all students in Years 10 – 12 are expected to bring an iPad or suitable laptop. These devices are connected to the school network through DET- BYOx. Equity devices are available for families who are experiencing financial difficulty.

The school has a number of designated computer classrooms located throughout the school. There is a planned replacement schedule in place for all ICT equipment.

Professional development for staff is delivered throughout the year in a range of formats. To develop the use of ICT into the classrooms there are regular opportunities for staff to access training in eLearning skills and approaches conducted by our ICT HOD and Technician.

Students may choose from a range of subjects that use technology, however, the use of digital pedagogies is embedded across subjects.

## **Social Climate**

### **Overview**

The welfare of students and the social climate of our school is underpinned by a network of student support. Members of the Executive team take responsibility for designated year levels and work closely with the Year Coordinators of their year level. Year level activities to build school spirit and a sense of identity within their year level are led by this team, as well as monitoring the behaviour, welfare and progress of these students.

Heads of Department support the teachers and students in their faculty and assist with classroom related issues, identify underachieving students and ensure that the curriculum programs meet the needs of their students.

The Student Council, led by Year 12 students who are elected by the student body together with the Home Group and Year Level representatives, provides active leadership to the students and contributes to fundraising, supporting charities and providing input into school decision making.

Students and parents report that the wide range of extra-curricular activities which are on offer for our students are a significant addition to our school's social climate. Through sport, cultural activities and the Student Council, our students work cooperatively with other students from different year levels and different backgrounds. This adds value to their educational experience.

Guidance Officers support students through counselling, assisting students to set positive goals and by referral to other support agencies when appropriate e.g. the Youth Support Coordinator and Youth Mental Health officers.

The school has a Community Education Counsellor, a Chaplain, a School Based Youth Health Nurse, and a School Based Police Officer who are all part of the network of support for students.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	99%	96%	90%
this is a good school (S2035)	99%	97%	92%
their child likes being at this school* (S2001)	99%	99%	90%
their child feels safe at this school* (S2002)	100%	98%	92%
their child's learning needs are being met at this school* (S2003)	99%	94%	91%
their child is making good progress at this school* (S2004)	94%	91%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	99%	94%	90%
teachers at this school motivate their child to learn* (S2007)	90%	94%	91%
teachers at this school treat students fairly* (S2008)	96%	97%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	91%
this school works with them to support their child's learning* (S2010)	94%	95%	86%
this school takes parents' opinions seriously* (S2011)	92%	92%	86%
student behaviour is well managed at this school* (S2012)	91%	91%	87%
this school looks for ways to improve* (S2013)	100%	93%	89%
this school is well maintained* (S2014)	91%	95%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	97%	98%
they like being at their school* (S2036)	93%	86%	90%
they feel safe at their school* (S2037)	97%	95%	92%
their teachers motivate them to learn* (S2038)	93%	90%	93%
their teachers expect them to do their best* (S2039)	98%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	95%
teachers treat students fairly at their school* (S2041)	84%	79%	88%
they can talk to their teachers about their concerns* (S2042)	81%	77%	81%
their school takes students' opinions seriously* (S2043)	89%	75%	87%
student behaviour is well managed at their school* (S2044)	92%	76%	76%
their school looks for ways to improve* (S2045)	96%	94%	96%
their school is well maintained* (S2046)	96%	90%	90%
their school gives them opportunities to do interesting things* (S2047)	95%	91%	94%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	88%	97%	97%
they feel that their school is a safe place in which to work (S2070)	99%	100%	94%
they receive useful feedback about their work at their school (S2071)	75%	89%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	81%	85%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	98%	94%	94%
student behaviour is well managed at their school (S2074)	90%	92%	91%
staff are well supported at their school (S2075)	78%	90%	93%
their school takes staff opinions seriously (S2076)	67%	86%	86%
their school looks for ways to improve (S2077)	94%	96%	91%
their school is well maintained (S2078)	73%	81%	77%
their school gives them opportunities to do interesting things (S2079)	87%	89%	89%

\* 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

Parent input is encouraged and fostered in many different ways. The P and C is active in establishing a register of skills and interests and this is useful for the school's operations. Involvement in decision making concerning curriculum matters may occur in a variety of ways.

General communication with parents and caregivers occurs through fortnightly newsletters which are emailed to parents and also published on our website. Parents are encouraged to phone or email the school with specific concerns and there is a dedicated absence phone number to make the reporting of student absences more convenient. Email contact between parents and teachers is also encouraged.

Parent opinion is sought through the School Opinion Survey, through special purpose surveys in the newsletter and through phone calls on specific topics. Overall, we receive strong support from our parent body and have continued to maintain a good reputation in the community. A range of forums is used to encourage parent participation in school activities and in their children's education. These include:

- Monthly Parent and Citizens' Meetings
- Projects Committee Meetings
- Attendance at school functions such as Annual Fair, Awards Nights, ceremonies, cultural and sporting events
- Individual meetings and contact home via email, phone and SMS
- Letters of congratulations
- Parent-Teacher interviews
- SET plan interviews
- Participation in information evenings

The annual Mayfair carnival is an opportunity for the P & C to work closely with school staff to raise funds for the school. This event relies on the volunteer work of both staff and parents and raises funds which go directly back into the school community. The P & C operate a number of other fundraisers throughout the year. The school tuckshop also generates funds for the school community. The P & C has funded a number of large projects around the school including a junior secondary deck in 2014 and multiple covered outdoor learning areas for students in 2015, 2016 and 2017.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Mackay North SHS delivers an Individual Development Program in Junior Secondary and an Academic Development Program that aims to address personal safety and awareness. There are also a number of initiatives coordinated by the Student Services team (Guidance Officers, Chaplin, Nurse, Youth Support Coordinator and Community Education



Counsellor) that address appropriate, respectful and healthy relationships. In 2016, Mackay North SHS adopted the STYMIE program as a safe way for students to report concerns.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	265	217	308
Long Suspensions – 6 to 20 days	2	14	35
Exclusions	2	5	8
Cancellations of Enrolment	12	10	16

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Efforts have been made in 2016 to reduce our school's environmental footprint. Data re electricity, paper and water usage is shared with the staff. Air Conditioning units are turned off in terms two and three. Our staff also utilise recycling bins.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	912,166	9,589
2014-2015	873,984	3,631
2015-2016	407,918	112

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

## 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 <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	111	48	<5
Full-time Equivalent	106	37	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	30
Bachelor degree	73
Diploma	3
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2016 were \$69 949.11.

The major professional development initiatives link directly to our Annual Implementation Plan and include:

- Literacy and numeracy
- Whole school pedagogy (ASOT)
- Technology and ICT implementation
- Student and staff health and well-being
- Curriculum (subject specific training) including QCAA
- Beginning teachers
- Mandatory training / WHS

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	83%	85%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	88%	88%	90%	91%
2015								93%	92%	89%	88%	90%	89%
2016								93%	90%	89%	86%	91%	92%

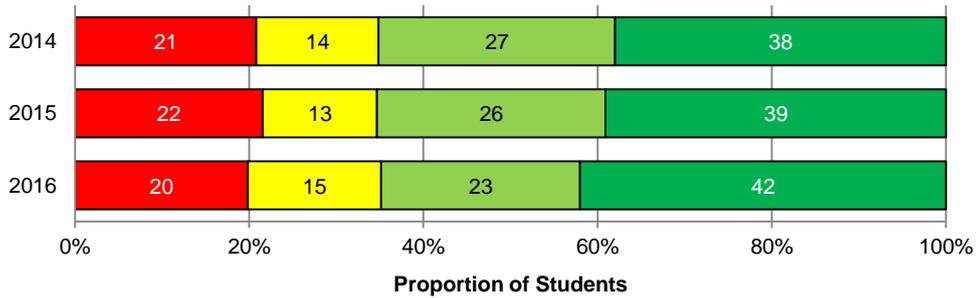
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

##### Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85%    ■ 85% to <90%    ■ 90% to <95%    ■ 95% to 100%



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

The school has a whole school attendance policy which explains the expectations for students, parents and staff around attendance. There are processes and support in place for students who have difficulty attending school. The attendance of every student is monitored as per the Attendance Policy and the data is analysed on a daily basis. Homegroup teachers and Year Level Coordinators work together to track attendance. Proactive measures are also taken to encourage attendance at school every day.

Teachers mark all class rolls electronically on ID Attend. SMS are sent to parents of students who arrive late or who are not marked present in the morning. Parents are notified when a student has a low attendance rate and students with extremely low attendance rates are case managed by the student services team and a Deputy Principal.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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SEARCH

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	240	275	243
Number of students awarded a Queensland Certificate of Individual Achievement.	4	2	3
Number of students receiving an Overall Position (OP)	106	125	124
Percentage of Indigenous students receiving an Overall Position (OP)	40%	16%	29%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	25	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	146	165	123
Number of students awarded an Australian Qualification Framework Certificate II or above.	94	118	113
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	227	262	229
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80%	84%	88%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	81%	74%	81%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	93%	90%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	18	31	37	20	0
2015	23	38	32	28	4
2016	19	34	48	23	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	119	83	32
2015	128	106	19
2016	69	111	16

As at 3rd February 2017. The above values exclude VISA students.

Certificate courses are offered to our senior students in the areas of Hospitality, Business, Tourism, Information Technology, and Self Awareness. Students who attended the Mackay Engineering College are enrolled in a Certificate I in Engineering.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	86%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	58%	95%	78%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students who leave the school prior to the completion of Year 12 include those who have been offered apprenticeships, traineeships or full employment. A proportion of students leave to enrol in full time courses at TAFE. Other students leave as a result of their family's transfer to another district interstate.

The destination of students who leave Mackay North are tracked and recorded on a database. Students who require assistance are case managed by our student services team.

## Conclusion

Mackay North State High provides quality education for all students. At Mackay North, students have every opportunity to achieve outstanding academic results while being involved a range of additional activities and community events that enhance their overall well-being. Our specialized programs for gifted and talented students, students with disabilities and students with a range of leaning needs means that all students can strive to do their very best.

