



# Mackay North State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview



The Mackay North State High school community is very proud of the achievements of its students across a variety of areas - academic, cultural, sporting and citizenship. Our school motto 'Meliora Sequimur - We strive for the best' characterises what we are aiming to achieve at Mackay North State High school. We can see the best across so many activities - our Marching Band, sporting teams, Special Education students, students who participate in the 'Lest We Forget' project, the student leaders and our high academic achievers, all doing the best for our school.

Mackay North State High school features a strong Instrumental Music program. The signature ensemble is the Marching Band, incorporating percussion, woodwind and brass along with a choreographed banner routine. Students from this group were invited to be part of the Marching Band for the Sydney and Beijing Olympics, in addition to being selected to represent Australia at the Shanghai International Tourism Festival in 2011. Other Performing Arts activities include Rock Pop Mime, Fanfare, school musical, choirs, Rock Eisteddfod, the Mackay Eisteddfod and school concerts.

A strong sporting tradition exists with many opportunities for team or individual sports for all year levels. Mackay North State High school has a Cricket Academy that has been developed to enhance the skills and abilities of our talented cricketers. Students participate in academic competitions such as the Australian Mathematics Competition, Debating and Optiminds.

Opportunities exist for our Special Education students to take part in athletics competitions for students with disabilities, life skills and excursions. The nationally and internationally recognised Anzac commemorative tours are held biennially, for Senior students to visit Gallipoli, France, Belgium and Singapore, as part of their Modern History studies.

Our school's purpose is to meet the needs of all students as they pursue the highest level of educational attainment that they can achieve.

# Principal's Foreword

## 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 identify in a compassionate, safe and accepting school community.

## School Values

- Respect
- Resilience
- Confidence

## Introduction

### School Progress towards its goals in 2017

Many things have been achieved during the 2017 year. The school committed to its initiatives, and whilst still working towards some of the goals – achieved pleasing results.

PRIORITY	STRATEGIES	OUTCOMES
<b>HIGH QUALITY TEACHING PRACTICES</b>	→ 100% teaching staff engaged in coaching model	→ Achieved
	→ ASOT strategies and terminology utilised and visible in every classroom	→ Work in progress
<b>DIFFERENTIATION &amp; STUDENT DATA TRACKING</b>	→ Differentiation plans for every class on One School or faculty specific template	→ Consolidating
	→ Improvement in the relative gain of all students in U2B	→ NAPLAN improvements.
	→ More students showing improvement moving from Cs to Bs and Bs to As in core areas	→ Not yet achieved
	→ All eligible students reach NMS	→ Achieved
	→ All ICPs link to assessment and reporting	→ Achieved
	→ Achievement in Year 7 to 10; 85% A - C, < 15 % D - E	→ Working towards
	→ Achievement in Year 11 to 12; 95% A - C, < 5 % D - E	→ A-C = 91%
	→ 97% of students obtain a QCE or QCIA and 100% graduate with a meaningful pathway (QCE, QCIA, Certificate, OP)	→ 99% QCE
	→ 80% OP 1 - 15, 20% OP 1 - 5	→ 80% OP 1-15 → 20% OP 1-5

<b>ATTENDANCE</b>	<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>→ Whole school attendance = 89.7%</li> <li>→ 34% above 95%</li> <li>→ 23% less than 85%</li> <li>→ 4% gap between Indigenous &amp; non-indigenous.</li> </ul>
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### Future Outlook

In 2018 Mackay North State High School has four key priorities; with associated goals and actions.

PRIORITY	STRATEGIES
<b>IMPLEMENT QUALITY CURRICULUM</b>	<ul style="list-style-type: none"> <li>→ Preparation of senior curriculum to embed national curriculum – review, assess and adjust curriculum offerings – general, applied and certificate offerings.</li> <li>→ Support staff in the implementation of national curriculum through mindset adjustments, time and training.</li> <li>→ Engage with community, industry &amp; key agencies to identify skill needs, and inform training options offered.</li> <li>→ Mapping of 21<sup>st</sup> Century life skills across the curriculum – junior &amp; seniors</li> </ul>
<b>QUALITY LEARNING &amp; TEACHING</b>	<ul style="list-style-type: none"> <li>→ Embed the culture, climate, processes and protocols of classroom feedback to support professional development and encourage reflective practice.</li> </ul>
<b>LIFT EDUCATIONAL OUTCOMES FOR ALL STUDENTS</b>	<ul style="list-style-type: none"> <li>→ Teachers plan to differentiate for all students through the utilisation of Art &amp; Science of Teaching strategies, and coaching.</li> <li>→ Performance of students with disabilities monitored and relevant interventions applied.</li> <li>→ Lift Aboriginal &amp; Torres Strait Islander student’s outcomes – through academic engagement strategies and proactive attendance programs.</li> </ul>
<b>FACILITIES FOR TOMORROW</b>	<ul style="list-style-type: none"> <li>→ Development of building upgrade plan with timelines</li> <li>→ Development of landscaping maintenance and upgrade plan, with attached cost implications.</li> <li>→ Enacting building and landscaping plans.</li> </ul>



# 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 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1395	735	660	147	93%
<b>2016</b>	1345	706	639	149	92%
<b>2017</b>	1292	689	603	156	90%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Mackay North SHS enrolments come from the surrounding suburbs, and extends to include the Seaforth area. The school has an ICSEA of 973, putting our socio-educational advantage slightly below average. Further details and results are available on the MySchool website. Mackay North SHS has a 12% indigenous population and 5.3% of the students with a recognised disability.

Our student body is diverse and representative of a wide range of characteristics. Mackay North is an Education Queensland International school and accepts up to twenty enrolments from countries including Brazil, Germany, China and the Philippines. Mackay North is an inclusive school and students who enrol are from a variety of cultural backgrounds.

We maintain a strong intake from our main feeder schools, being Fitzgerald SS, North SS, Northview SS, Farleigh SS, Coningsby SS, and Seaforth SS. The school maintains a stable and tight enrolment expectation in accordance with the enrolment management plan, which precludes attracting any enrolments from outside our catchment area, except for entry into our scholarship programmes, our excellence in music program and if enrolling directly from our feeder schools.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	22
Year 11 – Year 12	19	18	17

## 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. The school also provides opportunities to participate in the Japanese Study Tour, Cambodian Building Camp and G'Day USA.

Other extra-curricular activities include:

- ✓ F1 in schools
- ✓ Debating
- ✓ Public speaking competitions
- ✓ Chess
- ✓ Camps and Excursions
- ✓ Academic competitions
- ✓ Mountain bike competition
- ✓ Z Club
- ✓ Multiple sporting teams in interschool competitions
- ✓ Optiminds
- ✓ Readers Cup Teams, and Whitsunday Voices

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

The school has a firmly established practice in the 'Bring Your Own Device' program (BYOx); students are required to bring their own device (iPad or laptop). 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.

Students are provided with 24/7 access to electronic textbooks in their core subjects (Yrs 7 – 10). Students are encouraged to communicate with staff, including the sending and receiving of assignment drafts and submissions via email wherever possible. A number of desktop computers are available to students before school and during breaks, in the school library.

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.

Year Level Coordinators are key contacts for parents and students. They assist by helping direct enquiries in the right direction. 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 high achieving and 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 Youth Support Officer, 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:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	90%	95%
this is a good school (S2035)	97%	92%	90%
their child likes being at this school* (S2001)	99%	90%	93%
their child feels safe at this school* (S2002)	98%	92%	94%
their child's learning needs are being met at this school* (S2003)	94%	91%	93%
their child is making good progress at this school* (S2004)	91%	90%	92%
teachers at this school expect their child to do his or her best* (S2005)	98%	94%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	90%	87%
teachers at this school motivate their child to learn* (S2007)	94%	91%	91%
teachers at this school treat students fairly* (S2008)	97%	80%	79%
they can talk to their child's teachers about their concerns* (S2009)	95%	91%	95%
this school works with them to support their child's learning* (S2010)	95%	86%	91%
this school takes parents' opinions seriously* (S2011)	92%	86%	84%
student behaviour is well managed at this school* (S2012)	91%	87%	84%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school looks for ways to improve* (S2013)	93%	89%	89%
this school is well maintained* (S2014)	95%	90%	89%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	93%
they like being at their school* (S2036)	86%	90%	87%
they feel safe at their school* (S2037)	95%	92%	94%
their teachers motivate them to learn* (S2038)	90%	93%	86%
their teachers expect them to do their best* (S2039)	97%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	91%	95%	89%
teachers treat students fairly at their school* (S2041)	79%	88%	69%
they can talk to their teachers about their concerns* (S2042)	77%	81%	67%
their school takes students' opinions seriously* (S2043)	75%	87%	67%
student behaviour is well managed at their school* (S2044)	76%	76%	67%
their school looks for ways to improve* (S2045)	94%	96%	90%
their school is well maintained* (S2046)	90%	90%	78%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	86%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	97%	95%
they feel that their school is a safe place in which to work (S2070)	100%	94%	95%
they receive useful feedback about their work at their school (S2071)	89%	87%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	85%	88%
students are encouraged to do their best at their school (S2072)	100%	98%	99%
students are treated fairly at their school (S2073)	94%	94%	89%
student behaviour is well managed at their school (S2074)	92%	91%	91%
staff are well supported at their school (S2075)	90%	93%	87%
their school takes staff opinions seriously (S2076)	86%	86%	82%
their school looks for ways to improve (S2077)	96%	91%	92%
their school is well maintained (S2078)	81%	77%	71%
their school gives them opportunities to do interesting things (S2079)	89%	89%	91%

\* 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

Numerous methods have been used to involve parents in their child's education at the school. Many public information sessions are held during the year. Parent involvement and the development of positive relationships/partnerships are continually encouraged through the following strategies:

- Individual enrolment interviews for every student enrolling in the school
- Parent/Teacher interview evenings scheduled once a semester.
- Monthly P & C Meetings
- Fortnightly newsletter
- Proactive focus on the use of Facebook for regular information dissemination
- Use of QSchools and the school's website to also provide information to the school community
- Subject selection and information evenings
- Invitations to assemblies and school events e.g. ANZAC parade, induction, awards night, subject talks.
- Interviews in relation to individual student needs e.g. academic, behaviour, social development
- Development of Individual Curriculum Plans for students with learning needs
- Encouraging two way communication through school diary, virtual classrooms, phone and email contact

## Respectful relationships programs

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

The research evidence on the effects of student wellbeing and its pathways indicates that students with

high levels of wellbeing and/or access to many of its pathways are more likely to have:

- higher academic achievement and complete Year 12;
- better mental health (i.e. they have lower and/or less severe rates of illnesses such as depression and anxiety); and
- a more pro-social, responsible and lawful lifestyle (i.e. they display concern for the wellbeing of others, make responsible decisions about the consequences of their actions on themselves and others [including using drugs and alcohol in a responsible way], and do not violate the laws and norms of their society).

Mackay North State High School recognises the link between academic success and student wellbeing; therefore, it is important to provide a safe, inclusive and caring learning environment for all students.

Our school aims to create a supportive environment and explicitly teach students the necessary educational and life skills to "become effective worldly citizens both for and in the future".

Effective student wellbeing is achieved through the promotion of a positive school environment that supports the many areas of development for every student:

- physical
- social
- intellectual
- emotional

Mackay North State High School's Wellbeing Program includes many elements, including:

1. Student Services
2. Anti-Bullying
3. Phone/device usage (cyber-bullying)
4. Smart Choices
5. Inclusive Education
6. Attendance
7. Goal setting
8. Career Education.



## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	217	308	258
Long Suspensions – 11 to 20 days	14	35	17
Exclusions	5	8	7
Cancellations of Enrolment	10	16	12

## Environmental Footprint

### Reducing the school's environmental footprint

Efforts have been made in 2017 to reduce our school's environmental footprint. Data re electricity, paper and water usage is shared with staff – and strategies to reduce usage are employed. An air-conditioning upgrade occurred during 2017 which is anticipated to have a positive impact. Air-conditioning units are switched off during Terms 2 & 3. Recycling strategies are employed, and sustainable gardens are being trialled.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	873,984	3,631
2015-2016	407,918	112
2016-2017	797,617	10,649

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**

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	108	53	5
Full-time Equivalent	104	40	<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	71
Diploma	2
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 2017 were \$ 82, 870.

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 2017 was 100%.



## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

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

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	85%	87%

\*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 2017 for all Queensland Secondary schools was 90%.

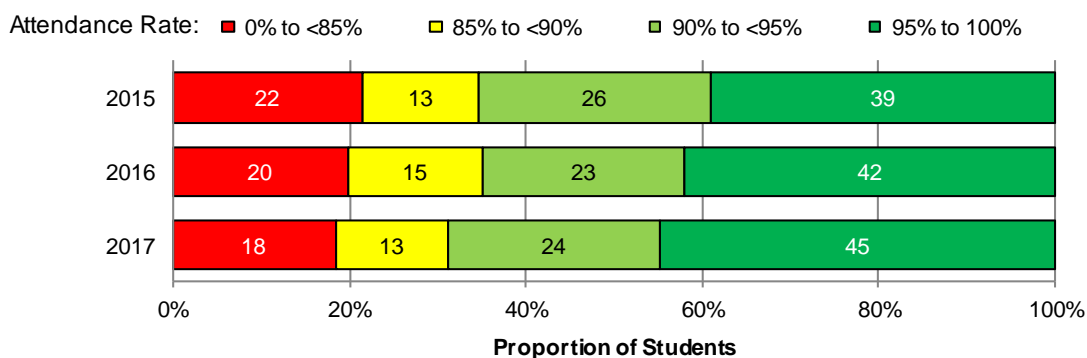
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	92%	89%	88%	90%	89%
2016								93%	90%	89%	86%	91%	92%
2017								92%	92%	90%	89%	90%	92%

\*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:



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

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

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. Home-group teachers and Year Level Coordinators work together to track attendance. Proactive measures are also taken to encourage attendance at school every day.

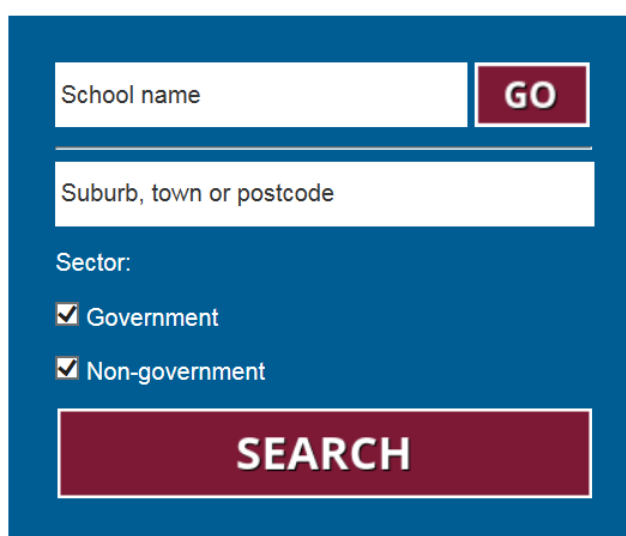
Teachers mark all class rolls electronically on ID Attend. SMS are sent to parents of students who arrive late or who are not marked present in the morning. Parents are notified when a student has a low attendance rate and students with extremely low attendance rates are case managed by the student services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

To access our NAPLAN results, 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



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	2015	2016	2017
Number of students receiving a Senior Statement	275	243	213
Number of students awarded a Queensland Certificate of Individual Achievement.	2	3	4

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving an Overall Position (OP)	125	124	105
Percentage of Indigenous students receiving an Overall Position (OP)	16%	29%	24%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	13	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	165	123	114
Number of students awarded an Australian Qualification Framework Certificate II or above.	118	113	99
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	262	229	207
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	84%	88%	94%
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.	74%	81%	80%
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.	99%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	90%	96%

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
2015	23	38	32	28	4
2016	19	34	48	23	0
2017	20	31	33	20	1

As at 14th February 2018. 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
2015	128	106	19
2016	69	111	16
2017	69	96	18

As at 14th February 2018. The above values exclude VISA students.

The following certificate courses were offered to our senior students in 2017:

- Certificate I in Financial Literacy
- Certificate II in Hospitality
- Certificate II in Business
- Certificate II in Tourism
- Certificate II in Self Awareness
- Certificate II in Engineering Pathways

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	79%	81%



APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	95%	78%	76%

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.macknortshs.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. The liaises with external agencies to ensure students are engaged in a meaningful manner if school is not the right place for them.

## Conclusion

2017 was another year of growth for our school. We explored a wide range of activities for our students; establishing networks and partnerships within and beyond our community. Mackay North State High School is a vibrant and dynamic school community – with a relentless commitment to our school values:

- Respect
- Resilience
- Confidence