Mackay North State High School
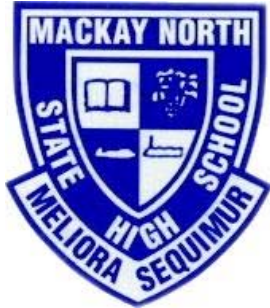# Queensland State School Reporting
2014 School Annual Report

Postal address	PO Box 8333 Mount Pleasant 4740
Phone	(07) 4963 1666
Fax	(07) 4963 1600
Email	the.principal@macknortshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the _My School_ website and the Queensland Government data website.
Contact person	Jane Grieger (A/Principal)

Principal's foreword

Introduction

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-curricula 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-curricula activities. In particular, Mackay North is noted for its Music Excellence program.

School progress towards its goals in 2014

In 2014, the key priorities were writing, reading, numeracy, high quality teaching practices, staff development, senior schooling, and whole school attendance. Considerable progress was made towards these goals in 2014.

Writing and Reading:

In 2014 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.

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.

High quality teaching practices:

After consultation and planning in 2013, Mackay North introduced a pedagogical framework in 2014 which was developed around the Art and Science of Teaching (ASOT). This model allowed teaching staff to further enhance and improve their teaching practices using evidence based practices. Teachers were 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.

Staff development:

Staff across the school were afforded a range of opportunities around professional development both at school and off campus. This professional development always linked to one of our key improvement areas (above). Staff were also guided by the Developing Performance Framework in developing a performance plan in consultation with their line manager.

Senior Schooling:

In 2014 the Academic Review Process was introduced. This process facilitated 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 met with a curriculum leader to identify their successes and areas for improvement. Consequently, the number of students who were awarded a QCE increased in 2014. Five students in Year 12 also received OP 1s, which is a fantastic achievement.

Whole School Attendance:

A whole school attendance policy was introduced in 2014. Student attendance has been closely monitored by Homegroup teachers. A reward program was put in place to encourage students to attend school every day. 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.

Future outlook

In 2015 our Executive team have identified a number of priority areas. These include:

1. Literacy: further improving our performance in writing and reading

2. Numeracy: development of a whole school numeracy plan

3. Junior Secondary: welcoming Year 7s to our school and ensuring they are supported

4. Senior Secondary: continuing our success around Year 12 attainment

5. Curriculum: development of a whole school curriculum plan

6. High Quality Teaching: further improving our practices through ASOT

7. Staff Development: targeted professional development for all staff

8. Attendance: improving our rates across the whole school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1484	756	728	89%
2013	1486	769	717	91%
2014	1438	731	707	92%

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

Characteristics of the student body:

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 who accepted a number of enrolments from overseas students. Mackay North in an inclusive school who enrol students from a variety of cultural backgrounds.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	23
Year 11 – Year 12	18	18	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	179	134	265
Long Suspensions - 6 to 20 days	42	46	2
Exclusions#	3	4	2
Cancellations of Enrolment	0	3	12

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

At Mackay North we have implemented the Australian Curriculum across Years 8 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, 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.

Extra curricula 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

The school has a number of designated computer classrooms located throughout the school. This is supplemented with laptops that are distributed around the school for class use and borrowing for home use. A structured replacement plan ensures all computers are replaced on a four year cycle. There is a planned replacement schedule in place for all ICT equipment.

Mackay North State High School has a high speed 20Mbs optical fibre internet link. Nine classrooms have interactive whiteboard capability, and every general learning area has either interactive whiteboard or data projector.

This high level of ICT infrastructure and hardware is supported by the school employing a full time technician, a T/A technician and an additional T/A to monitor ID Attend.

The software provision in the school also enables all printing to be logged and charged to the user using *Papercut* software.

To develop the use of ICT into the classrooms there is regular opportunities for staff to access training in eLearning skills and approaches conducted by our ICT HOD and Technician. Many teachers use the Learning Place to enhance student learning.

Students may choose from a range of subjects that use technology, however, the use of digital pedagogies is embedded across most subjects e.g. the use of graphics calculators in Mathematics, or working with cutting edge software in Industrial Technology and Design subjects. A number of iPads have been purchased to assist students in the Special Education department.

A 'Bring Your Own Device' program (ByoX) has been introduced for Junior Secondary students in 2015, which will extend to all students in 2016.

Social Climate

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 five 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 - all part of the network of support for students.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	85%	99%
this is a good school (S2035)	97%	100%	99%
their child likes being at this school* (S2001)	91%	100%	99%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	92%	99%
their child is making good progress at this school* (S2004)	91%	75%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	92%	99%
teachers at this school motivate their child to learn* (S2007)	84%	100%	90%
teachers at this school treat students fairly* (S2008)	84%	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	100%
this school works with them to support their child's learning* (S2010)	97%	85%	94%
this school takes parents' opinions seriously* (S2011)	97%	100%	92%
student behaviour is well managed at this school* (S2012)	88%	91%	91%
this school looks for ways to improve* (S2013)	87%	100%	100%
this school is well maintained* (S2014)	94%	100%	91%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	96%	95%
they like being at their school* (S2036)	90%	90%	93%
they feel safe at their school* (S2037)	93%	96%	97%
their teachers motivate them to learn* (S2038)	87%	92%	93%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	93%	94%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
teachers treat students fairly at their school* (S2041)	76%	80%	84%
they can talk to their teachers about their concerns* (S2042)	75%	79%	81%
their school takes students' opinions seriously* (S2043)	79%	84%	89%
student behaviour is well managed at their school* (S2044)	81%	86%	92%
their school looks for ways to improve* (S2045)	97%	98%	96%
their school is well maintained* (S2046)	91%	92%	96%
their school gives them opportunities to do interesting things* (S2047)	94%	91%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		99%	88%
they feel that their school is a safe place in which to work (S2070)		99%	99%
they receive useful feedback about their work at their school (S2071)		80%	75%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		95%	98%
student behaviour is well managed at their school (S2074)		95%	90%
staff are well supported at their school (S2075)		82%	78%
their school takes staff opinions seriously (S2076)		78%	67%
their school looks for ways to improve (S2077)		94%	94%
their school is well maintained (S2078)		72%	73%
their school gives them opportunities to do interesting things (S2079)		89%	87%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

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 continues 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 Presentation Nights, ceremonies, cultural and sporting events
- Individual meetings and contact
- Letters of congratulations at the end of each Semester
- Parent-Teacher interviews (twice per year)
- SET plan interviews
- Participation in Year 10, 11 and 12 Information Evenings

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Efforts have been made in 2014 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	866,362	12,754
2012-2013	912,525	8,613
2013-2014	912,166	9,589

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	107	42	5
Full-time equivalents	104	33	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	82
Graduate Diploma etc.**	5
Masters	11
Doctorate	1
Total	**105**

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $46 256.

The major professional development initiatives link directly to our Explicit Improvement Agenda (EIA) and include:

- Whole school literacy
- Whole school numeracy
- Whole school pedagogy
- ICT implementation
- Student well-being
- Curriculum (subject specific training)
- Mandatory training / WHS

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 91% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	90%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								92%	90%	86%	90%	90%
2013								93%	90%	89%	90%	91%
2014								90%	88%	88%	90%	91%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
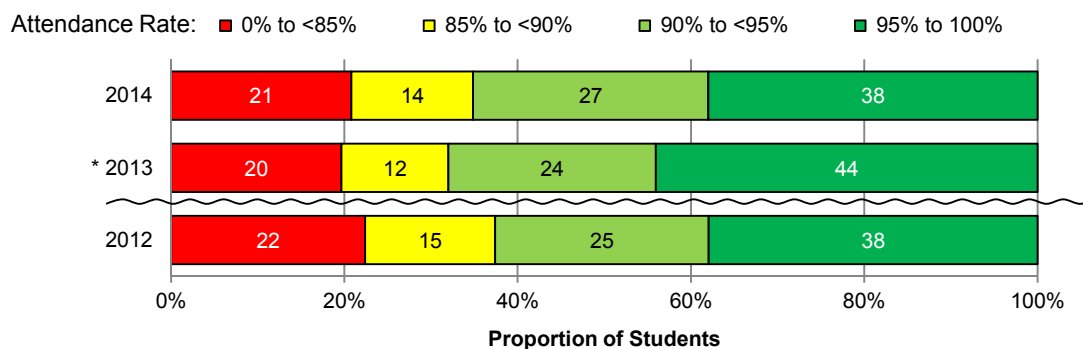
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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. Attendance of every students is monitored as per the Attendance Policy. Homegroup teachers and Year Level Coordinators work together to track attendance. Proactive measures are also taken to encourage attendance at school everyday.

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Parents are notified when a students has a low attendance rate and students with extremely low attendance rates are case managed by the student services team and a Deputy Principal.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Search by school name

[   ] [GO]

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government
[SEARCH]

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Closing the Gap is a priority at Mackay North State High School. There is still some work to be done around attendance to close the gap for our Indigenous students. Our Indigenous support team work with both students and their parents to provide the best possible outcomes for our students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	71%	78%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	223	245	240
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	4
Number of students receiving an Overall Position (OP)	112	129	106
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	11	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	130	146	146
Number of students awarded an Australian Qualification Framework Certificate II or above.	104	113	94

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Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	196	214	227
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.	78%	78%	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.	93%	96%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	97%	95%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	18	37	32	24	1
2013	19	34	48	26	2
2014	18	31	37	20	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	73	91	37
2013	95	102	27
2014	119	83	32

As at 19 February 2015. The above values exclude VISA students.

Certificate courses are offered to our senior students in the areas of Hospitality, Business, Tourism, Information Technology, Construction and Engineering.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

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.