Mackay North State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

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. The marching band has attended the Brisbane ANZAC parade for 25 years. 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. Sports include swimming, rugby leage, AFL, netball, mountain bike riding, running, athletics, chess, football, basketball, hockey and more.   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. Students also participate in biannual international trips to Japan, Cambodia and America.

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.

School progress towards its goals in 2018

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

PRIORITY	STRATEGIES	OUTCOMES
IMPLEMENT QUALITY CURRICULUM	→ Preparation of senior curriculum to embed national curriculum – review, assess and adjust curriculum offerings – general, applied and certificate offerings. → Support staff in the implementation of national curriculum through mindset adjustments, time and training. → Engage with community, industry & key agencies to identify skill needs, and inform training options offered. → Mapping of 21st Century life skills across the curriculum – junior & seniors	→ Full curriculum review conducted, resulting in expanded senior offerings as part of national curriculum. → Achieved – 100% of staff provided with professional development opportunities. → Work in progress
QUALITY LEARNING & TEACHING	→ Embed the culture, climate, processes and protocols of classroom feedback to support professional development and encourage reflective practice.	→ Work in progress – with staff participating in observational rounds.
LIFT EDUCATIONAL OUTCOMES FOR ALL STUDENTS	→ Teachers plan to differentiate for all students through the utilisation of Art & Science of Teaching strategies, and coaching. → Performance of students with disabilities monitored and relevant interventions applied. → Lift Aboriginal & Torres Strait Islander student's outcomes – through academic engagement strategies and proactive attendance programs.	→ Consolidated – AsoT team embedding through faculties. → Embedding – creation of social justice committee to ensure students identified and interventions put in place. → Work in progress – attendance gap 4%, compared to 6% in 2016. → 100% achievement of QCE / QCIA
FACILITIES FOR TOMORROW	→ Development of building upgrade plan with timelines → Development of landscaping maintenance and upgrade plan, with attached cost implications. → Enacting building and landscaping plans.	→ Consolidating – ongoing improvements underway. → Consolidating – ongoing improvements underway. → Ongoing.

Future outlook

In 2019 Mackay North State High School has four key priorities; with associated goals and actions.

PRIORITY	STRATEGIES	TARGETS
IMPLEMENT QUALITY CURRICULUM	→ Preparation of senior curriculum to embed national curriculum – review, assess and adjust curriculum offerings – general, applied and certificate offerings. → Support staff in the implementation of national curriculum, though mindset adjustments, time and training. → Engage with community, industry and key agencies to identify skill needs, and inform training options offered. → Write and submit assessment to the QCAA for endorsement and confirmation. → Review junior assessment to reflect senior assessment methods / schedules. → Mapping of cognitive verbs and 21st century life skills across the curriculum – juniors and seniors. → Curriculum is aligned with the Australian Curriculum – use of CARF, include ICP process.	→ Curriculum plan current, self-audited and published. → New QCE assessment timelines met for all subjects. → Processes and policies written and published for new QCE.
QUALITY LEARNING & TEACHING	→ Embed the culture, climate, processes and protocols of classroom feedback to support professional development and encourage reflective practice. → Staff utilize ASoT strategies to improve classroom practice.	→ 88% students achieving C or greater in all subjects. → Closing the Gap - 82% Indigenous students obtaining C or greater in all subjects. → English, Maths & Science - 81% Years 7 - 10 obtaining C or greater. → NAPLAN - Yr 7 20% upper 2 bands for reading. Yr 9 15% upper 2 bands for reading. → QCE Attainment - Yr 11 80% on track for QCE attainment; Yr 12 97% on track for QCE attainment. → SOS Students - 80% believe that student behaviour is well managed (from 74.6%).
WELLBEING	→ Development of Health & Wellbeing Plan → Scheduling of specific events and activities to support student wellbeing. → Scheduling of specific events and activities to support staff wellbeing. → Provision of professional development with a wellbeing focus. → Promotion of wellbeing dimensions – physical, psychological, social & community, occupational and financial/personal – within and beyond the school.	→ SOS - 75% Students - I feel accepted by other students at my school (2018 = 67.8%). → SOS - 73% Students - I can talk to my teachers about my concerns (2018 = 68%) → SOS - 85% Staff - There is good communication between all staff at my school (2018 = 77.6%). → 91% Attendance

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1345	1292	1289
Girls	706	689	660
Boys	639	603	629
Indigenous	149	156	160
Enrolment continuity (Feb. – Nov.)	92%	90%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	21
Year 11 – Year 12	18	17	16

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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, a literacy program, Extension Mathematics, HPE and Humanities 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 – regional, State, National and International
- ✓ Debating – Junior & Senior
- ✓ Public speaking competitions – Lions Youth of the Year
- ✓ Chess
- ✓ Camps and Excursions – Years 7, 9 and 11.
- ✓ Academic competitions – including ICAS, MacDonalds Maths, Science & STEM.
- ✓ Mountain bike competition
- ✓ Z Club
- ✓ Multiple sporting teams in interschool competitions
- ✓ Arts competitions, displays and shows
- ✓ Optiminds
- ✓ Readers Cup Teams, and Whitsunday Voices
- ✓ Colour run
- ✓ Fair

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).   Students can utilise iPad or laptop, however laptops are the preferred device. 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 (with current Student Resource Scheme agreements) 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	95%	99%
• this is a good school (S2035)	92%	90%	99%
• their child likes being at this school* (S2001)	90%	93%	93%
• their child feels safe at this school* (S2002)	92%	94%	93%
• their child's learning needs are being met at this school* (S2003)	91%	93%	95%
• their child is making good progress at this school* (S2004)	90%	92%	96%
• teachers at this school expect their child to do his or her best* (S2005)	94%	96%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	87%	97%
• teachers at this school motivate their child to learn* (S2007)	91%	91%	95%
• teachers at this school treat students fairly* (S2008)	80%	79%	92%
• they can talk to their child's teachers about their concerns* (S2009)	91%	95%	97%
• this school works with them to support their child's learning* (S2010)	86%	91%	98%
• this school takes parents' opinions seriously* (S2011)	86%	84%	94%
• student behaviour is well managed at this school* (S2012)	87%	84%	89%
• this school looks for ways to improve* (S2013)	89%	89%	97%
• this school is well maintained* (S2014)	90%	89%	93%

* 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.

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	93%	93%
• they like being at their school* (S2036)	90%	87%	92%
• they feel safe at their school* (S2037)	92%	94%	88%
• their teachers motivate them to learn* (S2038)	93%	86%	86%
• their teachers expect them to do their best* (S2039)	98%	95%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	89%	87%
• teachers treat students fairly at their school* (S2041)	88%	69%	72%
• they can talk to their teachers about their concerns* (S2042)	81%	67%	68%
• their school takes students' opinions seriously* (S2043)	87%	67%	77%
• student behaviour is well managed at their school* (S2044)	76%	67%	75%
• their school looks for ways to improve* (S2045)	96%	90%	92%
• their school is well maintained* (S2046)	90%	78%	84%
• their school gives them opportunities to do interesting things* (S2047)	94%	86%	84%

Percentage of students who agree# that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	95%	97%
• they feel that their school is a safe place in which to work (S2070)	94%	95%	94%
• they receive useful feedback about their work at their school (S2071)	87%	91%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	88%	88%
• students are encouraged to do their best at their school (S2072)	98%	99%	98%
• students are treated fairly at their school (S2073)	94%	89%	90%
• student behaviour is well managed at their school (S2074)	91%	91%	85%
• staff are well supported at their school (S2075)	93%	87%	87%
• their school takes staff opinions seriously (S2076)	86%	82%	87%
• their school looks for ways to improve (S2077)	91%	92%	99%
• their school is well maintained (S2078)	77%	71%	74%
• their school gives them opportunities to do interesting things (S2079)	89%	91%	94%

* 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 session 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 education 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 Programs includes many elements, including:

1. Student Services – provision of a range of services available to students at times of need (academic, family relationships, peer relationships, social media management, mental health, etc.)
2. Anti-Bullying and Device Usage – with use of the Stymie program (anonymous reporting), a range of talks by professionals, education inclusion in curriculum,
3. Smart Choices & Environmentally Friendly practices – smart food choices, sun smart, and recycling.
4. Inclusive Education – inclusive practices across the curriculum, with focus on integration.
5. Attendance – with individual case management.
6. Goal setting
7. Career Education.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	308	258	293
Long suspensions – 11 to 20 days	35	17	7
Exclusions	8	7	9
Cancellations of enrolment	16	12	3

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Efforts have been made in 2018 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 has had a positive impact. Air-conditioning units are switched off during Terms 2 & 3. Recycling strategies are employed, and sustainable gardens are in place.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	407,918	797,617	737,552
Water (kL)	112	10,649	3,624

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	109	50	5
Full-time equivalents	103	39	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	8
Graduate Diploma etc.*	19
Bachelor degree	79
Diploma	3
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $ 77, 748.

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

- Curriculum (subject specific training) including QCAA

- Literacy and numeracy

- Whole school pedagogy (ASoT)

- Technology and ICT implementation

- Student and staff health and well-being

- Beginning teachers

- Mandatory training / WHS

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	91%	90%
Attendance rate for Indigenous** students at this school	85%	87%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	93%	92%	91%
Year 8	90%	92%	89%
Year 9	89%	90%	89%
Year 10	86%	89%	88%
Year 11	91%	90%	91%
Year 12	92%	92%	91%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
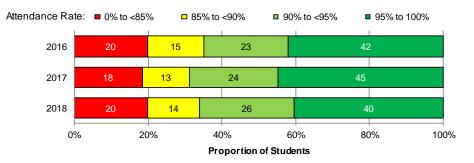3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	15	23	42
2017	18	13	24	45
2018	20	14	26	40

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

The school has a whole school attendance policy which explains the expectations for students, parents and staff around attendance – this information is included in the Responsible Behaviour Plan – Appendix I. 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 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

| School sector ∨ | School type ∨ | State ∨ |

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	243	213	192
Number of students awarded a QCIA	3	4	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	229	207	187
Percentage of Indigenous students awarded a QCE at the end of Year 12	88%	94%	93%
Number of students who received an OP	124	105	86
Percentage of Indigenous students who received an OP	29%	24%	22%
Number of students awarded one or more VET qualifications (including SAT)	123	114	115
Number of students awarded a VET Certificate II or above	113	99	105
Number of students who were completing/continuing a SAT	13	8	12
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	81%	80%	76%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	98%	99%
Percentage of QTAC applicants who received a tertiary offer.	90%	96%	96%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	19	20	9
6-10	34	31	26
11-15	48	33	30
16-20	23	20	20
21-25	0	1	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	69	69	63
Certificate II	111	96	99
Certificate III or above	16	18	14

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The following certificate courses were offered to our senior students in 2018:

- Certificate I in Financial Literacy
- Certificate I in Hospitality
- Certificate II in Hospitality
- Certificate II in Business
- Certificate II in Tourism
- Certificate II in Self Awareness
- Certificate II in Engineering Pathways
- Certificate II in Electro Technology (Career Start)
- Certificate II in Automotive Vocational Preparation
- Certificate II in Skills for Work and Vocational Pathways
- Certificate III in Early Childhood Education and Care

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	79%	81%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	78%	76%	82%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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. They liaise with external agencies to ensure students are engaged in a meaningful manner if school is not the right place for them.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.mackaynorthshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx