

QUEENSLAND STATE SCHOOL REPORTING - 2010

Mackay North State High School (2096)

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Principal's foreword

Introduction

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

The purpose of this report is to provide a snapshot of our school's performance during 2010. A copy of this report is also available upon request from our school office.



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School progress towards its goals in 2010

Literacy and Numeracy: Our school has maintained a focused and targeted response to the school's previous literacy and numeracy results. Work programs and resources in each Key Learning Area (KLA) were reviewed and updated to ensure implementation of the QCAR framework and alignment with the Australian curriculum.

Senior Phase of Learning: Our school has continued to increase its flexibility in senior secondary options for students. Processes have been implemented to ensure all Year 12 students exit with a qualification. School initiatives have been implemented to enable students to move from school to further education, training or full time work.

Engagement: Our school has continued to improve the learning outcomes for all students through the implementation of the Closing the Gap strategy.

Future outlook

Information Communication Technologies: The incorporation of technology into our curriculum and pedagogy will continue to be a priority in preparation for the increased number of student laptops in 2011.

Participation in the National Curriculum: Work programs in English, Maths and Science in Years 8-10 will need to be monitored, reviewed or amended to ensure alignment with the National Curriculum in preparation for its implementation in 2012.

Literacy and Numeracy and the adoption of whole school strategies to improve outcomes in these areas.

Indigenous Education: A focus upon attendance and achievement.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: 8-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
1509	764	745	82%

Characteristics of the student body:

Our student body is diverse and representative of a wide range of characteristics. Indigenous students represent ten per cent of our student population and four per cent of our students are Special Needs students. As an Education Queensland International school, we continuously have enrolled in our school a number of students from a variety of cultural backgrounds.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 8 – Year 10	24	94%	88%	6%	6%
Year 11 – Year 12	17	99%	90%	9%	1%
All Classes	22	96%	89%	7%	4%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	282
Long Suspensions - 6 to 20 days	86
Exclusions	8
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings:

Our school has a broad range of curriculum offerings designed to meet the needs of all students. In Year 10, a number of extension subjects are offered to enable students to better prepare for the Year 11 and 12 curriculum e.g. Extension English, Extension Science, Media Studies, Extension Technology, Advanced Manufacturing and Design. We offer a Cricket Academy for Sporting Excellence.

Senior students are able to benefit from productive partnerships that have been formed with local businesses e.g. Grinders Corporate Catering (Hospitality students) and Quest Apartments (Tourism students).

Extra 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. With its 100 members, it is the largest school marching band in Australia and is sought after for performances at major events. Students from this group were invited to be part of the Marching Band for the Beijing Olympics and, as a result of a national selection process, have been invited to open the Shanghai Tourism Festival in September, 2011.

Our school at a glance

Other Performing Arts activities also include – Rock Pop Mime, Fanfare, school musical, choirs, Rock Eisteddfod, entries in the Eisteddfod and school concerts. These events are well supported by our staff, parents and community members.

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 Thailand as part of their Modern History studies.

How Information and Communication Technologies are used to assist learning:

We are continuing to build up our computer facilities for staff and students. Currently, we have 430 computers which are housed in ten dedicated computer laboratories, as well as some smaller nodes of computers in the First Year Centre, Music, Art and the library. Some classrooms are set up as presentation rooms with data projectors and interactive whiteboards permanently in place in ten rooms and most rooms in the school are networked.

Students may choose from a range of subjects which use technology, however, the use of computers is embedded across most subjects e.g. the use of graphics calculators in Mathematics, or the work with cutting edge software in Computer Aided Design in Manual Arts.

Each year, our budget allocation reflects the high priority placed on maintaining up to date hardware, software and networking for our staff and students. The efforts put in to this area are reflected in the high satisfaction rate in the annual School Opinion Survey where students' satisfaction with the computer technology skills learnt at school rates above the state and like school means.

Social climate

The welfare of students and social climate of our school is underpinned by a network of student support. Members of the Administration team all 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 under-achieving 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 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, two part time Chaplains, a School Based Youth Health Nurse, and School Based Police Officer - all part of the network of support for our students.

Our school at a glance



The school's Responsible Behaviour Plan details our response to bullying and, in addition, students have access to an online, confidential, but not anonymous, service through which they can report incidences of bullying. Our students' satisfaction with feeling safe at our school, as reported in the School Opinion Survey, is above the mean for state and like schools.

Parent, student and teacher satisfaction with the school

The overall satisfaction with the school of our students is above the state mean and above the mean for like schools. The overall satisfaction for parents is similar to the state mean and the like school mean. The overall teaching staff satisfaction mean is higher than the mean for like schools.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	68%
Percentage of students satisfied that they are getting a good education at school	77%
Percentage of parents/caregivers satisfied with their child's school	76%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	59%
Percentage of staff members satisfied with morale in the school	86%

Involving parents in their child's education.

Parent input is encouraged and fostered in many different ways. The P&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 e.g. parent membership on small committees, parent surveys and wider requests for input into issues raised and publicised in the newsletter.

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

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

- Monthly Parent and Citizens' meetings
- Projects Committee meetings
- Volunteer work in the Tuckshop and Library
- Attendance at school functions such as the Easter Fair, Awards Presentation Nights, ceremonies, cultural and sporting events
- Individual meetings and contact
- Letters of congratulations at the end of Semester 1
- Parent-teacher interviews (twice per year)
- SET plan interviews
- Participation in Year 10, 11 and 12 Information Evenings

Our school at a glance

Reducing the school's environmental footprint

Efforts have been made in 2010 to reduce our school's environmental footprint. Solar panels have been installed on the roof of the Technology building; our Special Education students have initiated a recycling project and our air conditioning units are turned off during terms 2 and 3.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$294,259	\$200,146	\$0	\$15,361	\$15,002	\$0	\$63,750	1,050,147	8,925	0
2009	\$253,699	\$170,269	\$0	\$0	\$16,044	\$0	\$67,386	946,265	10,796	0
% change 2009 - 2010	16%	18%	N/A	N/A	-6%	N/A	-5%	11%	-17%	N/A

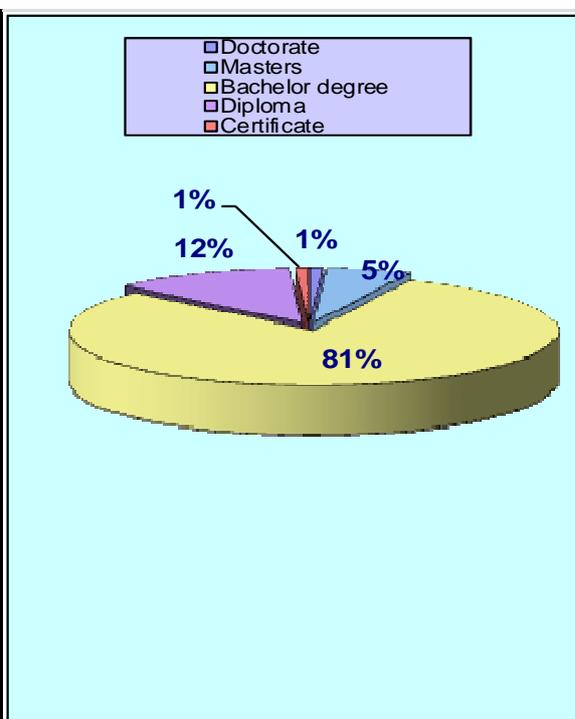
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	118	45	<5
Full-time equivalents	112	33	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Bachelor degree	87
Diploma	13
Certificate	1



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$54 200.

The major professional development initiatives are as follows: Literacy Inservice, Incorporation of ICTs into the Curriculum, Vocational Education, Queensland Studies Authority and First Aid. The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

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 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88%.

Student attendance for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
90%	87%	86%	89%	91%

Description of how non-attendance is managed by the school

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

Our school marks the roll twice daily. Follow-up phone calls are made to parents in the event of student unexplained absences.

Achievement – Closing the Gap

Our school has made considerable progress in Closing the Gap between the performance of Indigenous and Non-Indigenous students. The retention rate gap between Indigenous and Non-Indigenous students from Years 10-12 is one percent (as compared with 18 percent for Queensland state schools).

In 2010, the attendance rate in Semester One was 82.9 percent for Indigenous students and 88.9 percent for Non-Indigenous students – this represents an improvement from 2009.

The 2010 NAPLAN results for our Indigenous students, who were at or above the National Minimum Standard, represented an improvement for our Indigenous students (from 2009) in Reading (66.7- 81.6 percent), Writing (79.2 – 84.2 percent) and Grammar and Punctuation (60.9 – 89.2 percent).

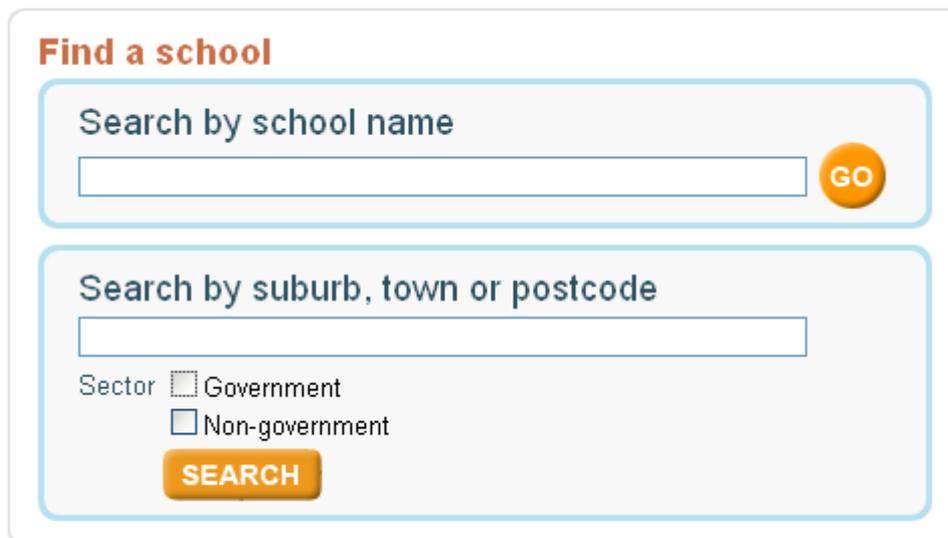
Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

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.

Performance of our students

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	203
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	3
Number of students receiving an Overall Position (OP).	105
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	125
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	85
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	158
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	76%
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.	90%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
13	30	37	22	3

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
85	79	19
Certificate I courses are offered in the following areas: Business, Hospitality, Construction and Engineering		

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, <i>Next Step – Student Destination Report</i> , for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information
Students who leave school before the end of Year 12 include those who are offered apprenticeships, traineeships or full time employment. A proportion of students leave to enrol in full time courses at TAFE. All Year 10 students are required to develop, in conjunction with their parent/guardian and school personnel, a Student Education and Training plan.