



# Queensland State School Reporting – 2011

## Mackay North State High School (2096)



### School progress towards its goals in 2011

Considerable progress has been made towards our goals for 2011.

**Participation in the Australian Curriculum:** In preparation for the implementation of the Australian Curriculum in 2012, work programs in English, Maths and Science from Years 8 to 10, have been reviewed, and teachers have participated in relevant professional development.

**Information Communication Technologies:** The incorporation of technology into the curriculum continues to be a focus. Teachers have participated in professional development to enable them to develop their digital pedagogy skills.

**Indigenous Education:** Strategies have been implemented to support our indigenous students to meet the *Closing the Gap* goals around attendance and achievement.

**Literacy and Numeracy:** The school has adopted whole school strategies to improve learning outcomes in these areas.

Further highlights for 2011 include:

**Performing Arts:** Our Marching Band was selected to represent Australia at the Shanghai Tourism Festival resulting in 71 students and 8 staff travelling to Shanghai to participate in a range of performances. Well done to Drum Major, Rebecca Barbi for her excellent leadership of the Marching Band.

Other Performing Arts highlights included the drama production, "Australian" where 40 students participated in this innovative and very creative collage drama produced and directed by Ms Toni Cresswell. Outstanding individual accomplishments were achieved by Tracey Cook and Rachel Van der Veen who were selected out of 500 applicants to attend the Musically Outstanding Students program, and Rinalda Aay (Yr 9) who was selected to attend the State Honours program in September.

Our senior students won the regional Theatre Sports competition and our Rock Pop Mime performance, "Work Experience" came second in the Mackay competition.

**Visual Arts:** Our Art Department has experienced a period of growth over the past five years and has grown from 17 to 30 classes. This year Chloe O'Shea was the winner of the JCU Art Prize and Bursary, Lucy Wighton won a Creative Generation Excellence Award and Sarah-Jane Easton was a semi-finalist from over 122 000 entries in the Moran Photographic Prize. Celia Cox, Shannon Arthur, Samantha Cridland, Tess Van der Veen and Brigitte Francis were Festival of Fashion awardees.

**English:** This year has been a busy year for the English faculty. Our Year Nines participated in Fabulous Fridays – a venture that involved students honing their skills in reading comprehension and spelling, grammar and punctuation. Our Year 10 Media Studies students have been busy all year with a number of projects including designing our first ever electronic diary. In term 3, Year 8 students also focussed on spelling and the best spellers from each class were selected to compete in an interhouse spelling competition. Dominic Albertson was the eventual winner of this competition. We were pleased with the high performances of our students in the national English competition, with the majority of students receiving a credit or a distinction.

**Health and Physical Education:** In the HPE department the cricket academy continues to grow with tours now for our Year 8s, 9s, 10s, and 11s. Our first eleven made it into the semi-final stage of the *Australia Post* Schools' Cup placing them in the final 4 schools in Queensland. North has also started a rowing program in conjunction with the Mackay Rowing Club.

**Social Science:** The Social Science department provided a number of opportunities to learn about the parliamentary process during 2011. The sitting of Parliament in Mackay in May, gave our Social Science students the opportunity to experience the parliamentary process first hand when they saw Premier Anna Bligh perform during question time. We also had a number of students participating in Youth Parliament in addition to our senior indigenous students' participation in the Constitutional Convention. Once again the North Law tour enabled our Legal Studies students to travel to Brisbane and visit parliament house in addition to the supreme court. Preparation is well underway for our next Anzac trip – called the *Footsteps of Honour* tour– where we will be taking our biggest group yet to Gallipoli, Belgium, France and Singapore.

**Special Education Unit:** Staff at North High work hard to ensure all students reach their academic and personal potential. The staff of the Unit, support students with disabilities and it is very pleasing to see that 6 of the Year 12 students who are supported by the Unit graduated with a Queensland Certificate of Education. Work experience continues to be an important part of developing the personal potential of students. It also helps students to make an informed choice about the particular work that they would like to do when they leave school. The Unit vegetable garden has been a great program for students in Year 12. Here they are able to follow the process of food production from the beginning to the end.

**Business:** This year sixty-five students participated in our school-based apprenticeship/traineeship program, assisting students on a career pathway of their own choice. Darcy Direen completed his cert III in Media within a 12 month period and is seeking employment in radio and film industry. Erin Downes who started her first school based traineeship in pharmacy retail in Year 10, completed it at the end of Year 11 and took up a second traineeship (business administration) at the beginning of Year 12. Year 12 Accounting student, Kirsty Keogh who has secured an Accounting cadetship with Strategic Accountants for 2012, where she will undertake tertiary studies while training on the job.

**Home Economics:** In 2011 the Home Economics Department has seen the continued success of our partnership with Grinders Corporate Catering and TAFE in offering our senior students the opportunity to gain a Certificate in Hospitality. Students had success in the Rotary Young Chef's Competition and the Hospitality and Tourism students enjoyed attending the Tourism and Hospitality expo and

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being part of the table setting competition.

**LOTE:** We are fortunate at North to have excellent Japanese teachers and the number of students studying Japanese has continued to grow, with 2011 seeing our first ever Year 12 Japanese class. The Japanese club meets weekly at lunchtimes and they have recently produced a video presentation which has been sent to Osaka as an exchange.

**Science:** Our Science students achieved excellent results in various competitions this year, with 34 percent achieving a Distinction or above in the Rio Tinto competition, 40 percent a Distinction or above in the ICAS competition, with the average for our students being above the state average; and 54 % achieved a Distinction or above in the Australian Chemistry quiz. High Distinctions were awarded to: Vanessa Chapman and Jimmy Nixon in the Rio Tinto competition; Dominic Albertson and Peter Gordon in the ICAS competition and Peter Gordon and Courtney Bishop in the Chemistry quiz.

**Maths:** Notable successes in the Maths Department include the win in the Mc Donald's Maths competition by our Junior team – Lauren Sambell, Samantha Cridland, Amber Balchin, Isaac Fitzsimon and Jared Austin. Great results were also achieved in the Australian Mathematics competition with Year 8 student, Dominic Albertson winning a prize placing him in the top 0.3per cent in the state for his year level. Peter Gordon in Year 10, and Grant Smith in Year 12 were also awarded High Distinctions in this competition. Outstanding results were also achieved in the UNSW Mathematics competition with High Distinctions being awarded to Dominic Albertson and Mark Gordon.

**Industrial Technology and Design:** Our Senior Industrial Technology and Design students have participated in realistic, applied practical projects including building a boat trailer and 3 cubby houses. We had 9 teams participating in the F1 in schools final. Our Year 10s participated in the Try a Trade program giving our students experience in a number of different trades



**Community Service:** A notable achievement during 2011 has been our students' commitment to Community Service. We have seen a number of students participating in Head Shave for a Cure, fundraising for flood/cyclone victims and joining the Fundarun and Zumba day to raise funds jointly for the Daniel Morcombe foundation and the P and C. An outstanding effort was achieved by those who participated in the 40 Hour famine raising close to \$12 000.

### Facilities:

2011 saw -

- The establishment of the Mackay Engineering College in temporary facilities of TAFE with 14 students from Year 11 enrolled
- The completion of the \$1.3 million refurbishment of 4 Science laboratories as part of the State Schools of Tomorrow funding which has really enhanced the learning environment for our science students.
- Wireless connectivity for the school allowing internet connection from all parts of the school campus
- The completion of extensions to the First Year Centre staffroom

### Future outlook

#### Our school priorities for 2012 are:

**Literacy:** to focus upon the adoption of whole school strategies to improve reading comprehension

**Indigenous Education:** to continue to focus upon *Closing the Gap* in attendance and achievement

**ICT:** to focus upon the incorporation of ICTs into pedagogy

**Senior Schooling:** to focus upon all Year 12 students exiting with a qualification – minimum Certificate II

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Year 8 - Year 12

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1528	779	749	87%

### Characteristics of the student body:

Our student body is diverse and representative of a wide range of characteristics. Indigenous students represent ten percent of our student population and four percent of our students are students with special needs. 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 2011

Phase	Average Class Size
Prep – Year 3	
Year 8 – Year 10	24
Year 11 – Year 12	18.8
All Classes	21.9

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	217
Long Suspensions - 6 to 20 days	77
Exclusions	0
Cancellations of enrolment	1

## 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 Senior Curriculum eg. Media Studies, Advanced Manufacturing and Design.

We offer a Cricket Academy for Sporting Excellence for students in Years 8 to 12.

Our Senior students are able to benefit from productive partnerships that have been formed with local businesses eg. Grinders Corporate Catering (Hospitality students).

2011 saw the first intake of students into the Mackay Engineering College, where students will complete a Certificate II in Engineering.

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## 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. In 2011, this band travelled to Shanghai to represent Australia at the Shanghai Tourism Festival. 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

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## How Information and Communication Technologies are used to assist learning

In 2011, an Information and Communication Technology Committee was formed in order to facilitate the introduction of a 1:1 Laptop program with a focus upon Anywhere, Anytime learning. The Laptop program was introduced into Year 10 in Semester Two, which involved the distribution of 363 laptops, and preparation commenced to extend the program into Year 9 and 10 in 2012. Wireless connectivity was installed allowing internet connection from all parts of the campus. Students may choose from a range of subjects that use technology, however, the use of digital pedagogies is embedded across most subjects eg. 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.

An additional 13 data projectors were installed in 2011, bringing our total number of data projectors to 58. In addition, nine interactive whiteboards were installed in classrooms.

Mackay North SHS hosted the Central Region Information Technology Conference, *Making the World Our Classroom*, in 2011, which enabled a number of our staff (16) to access professional development in a range of digital pedagogies. It staff have also assisted teachers by providing professional development on Lanschool, Learning Place and multimedia software.

A number of our staff members have become IT mentors and have utilized their skills to assist other teachers in their faculty areas. Teachers are now commencing to use the Learning Place and edStudio to enhance student learning.

# Our school at a glance

## 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 (eg. Year 8 Week, Year 10 Camp and Year 11 Leadership Camp) 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, a Chaplain, a School Based Youth Health Nurse, and a School Based Police Officer - all part of the network of support for students.



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 74%. Parent satisfaction with their child's safety at this school is 90%

## Parent, student and teacher satisfaction with the school

It was very pleasing to see an improvement in three of the five dimensions below from the previous year. Parent satisfaction with their child's school and their education has increased by at least 18 percent. School workforce satisfaction with access to professional development has increased by 12 percent. Student satisfaction and staff member satisfaction with morale results are similar to last year. These results reflect a confidence in the good education our school provides to its students.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	86%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	95%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	71%
Percentage of staff members satisfied with morale in the school	85%

## 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 eg. 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 and emailed to parents upon request. 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 Easter 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

Efforts have been made in 2011 to reduce our school's environmental footprint. Data re electricity, paper and water usage is shared with the staff. Solar panels have been installed on the roof of the Technology building. Air Conditioning units are turned off in Terms 2 and 3. Our Special Education students run a very successful recycling project in addition to the establishment of a vegetable garden.

Environmental footprint indicators, 2010-2011

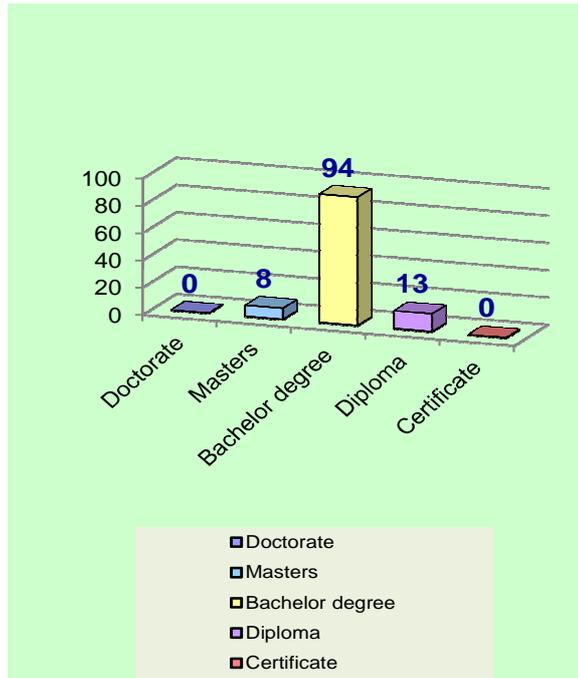
	Electricity KwH	Water KL
2011	842,083	9,396
2010	1,050,147	8,925
% change 10 - 11	-20%	5%

# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	115	42	<5
Full-time equivalents	110	32	<5

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	94
Diploma	13
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$39 570.

Staff members participated in a variety of professional development activities including:

- Code of Conduct and Student Protection Training
- Implementation of the Australian Curriculum
- Boys and Literacy
- Interactive Whiteboard Training
- Cyberbullying
- First Aid and CPR Training
- Digital Pedagogies and e Learning masterclass
- John Hattie: Visible Learning
- Drama workshop
- QSA workshops
- CATIA training
- WHS
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

# Our staff profile

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

## 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 2011 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.

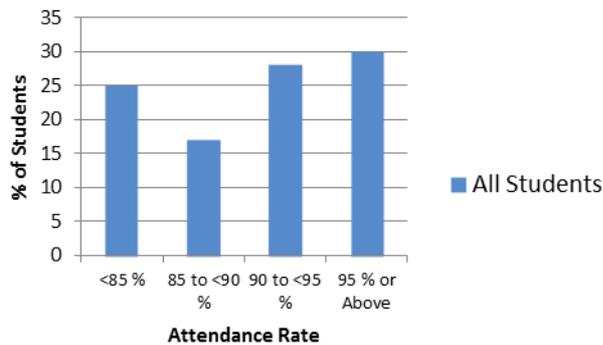
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

### Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
92%	87%	85%	88%	90%

### 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 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.

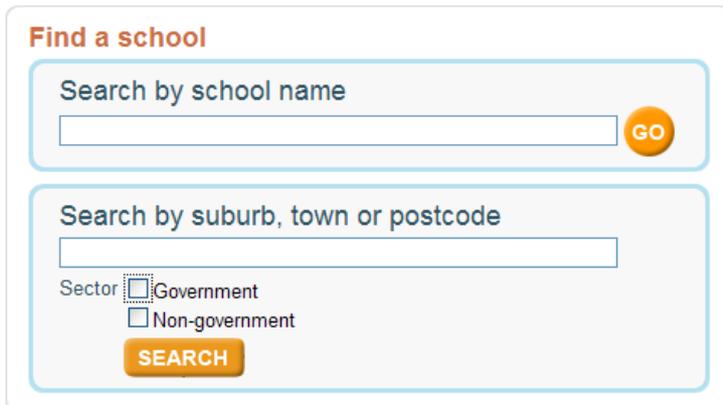
Our school marks the roll officially twice per day, and absences are recorded on One School. Class teachers mark their rolls each lesson. A daily absence report is prepared and emailed to all staff. Parents are contacted on a regular basis with regard to unexplained absences. Year Coordinators, Deputy Principals and Principal follow up with extended absences.

## Performance of our students

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 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.



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 yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "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.

### Achievement – Closing the Gap

Our school is very proud of the achievements of our indigenous Year 12 students from 2011. Of the 16 Indigenous students who completed Year 12 in 2011, 12 achieved an OP, 11 achieved a QCE, 8 completed a Cert II qualification, 2 completed a Cert I and 4 had a school-based apprenticeship.

The gap between indigenous and non-indigenous attendance continues to close, and in 2011 was 2.3%. The apparent retention rate from Year 10 to Year 12 was similar to the rate in Queensland state schools.

# Performance of our students

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 77%

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	220
Number of students awarded a Queensland Certificate Individual Achievement.	3
Number of students receiving an Overall Position (OP).	127
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	29
Number of students awarded one or more Vocational Educational Training qualifications.	133
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	88
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	189
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	65%
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.	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%

## 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	31	38	36	9

## 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	86	8

Certificate I courses are offered in the following areas: Business, Hospitality, Information Technology, Construction and Engineering.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* 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 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.