

Mackay North State High School (2096)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

I am very pleased to present to you the Annual Report for 2012. 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.

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 2012. A copy of this report is also available upon request from our school office.

Scott Cage (Acting Principal)

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School progress towards its goals in 2012

Considerable progress has been made towards our goals for 2012.

Participation in the Australian Curriculum: The implementation of the Australian Curriculum in 2012, in English, Maths and Science from Years 8 to 10, was a successful transition with staff empowered and committed to the new curriculum.

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. The support team works as a team in "Closing the Gap" for our students.

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

Further highlights for 2012 include:

Performing Arts: Our Marching Band again travelled to Brisbane for the State Anzac Parade for the 18th consecutive year. Mackay North again hosted the State Honours Ensemble Program with twenty-seven (27) students participating. Other Performing Arts highlights included participation in the KMEIA choral festival, Secondary Schools Choral Festival, Theatresports Competition and the State final of the Rock Eisteddfod in Brisbane. Another highlight was The Drama production, "The Path of Life" where 40 students participated in this innovative and very creative play tracing life from birth to death produced and directed by Ms Toni Cresswell.

Visual Arts: Student successes in 2012 included:

- Year 11 students took out all places at the annual Mackay Show's Youth Art Awards

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- Professional artist, Ngaio Lenz engaged Year 11s in contemporary sculpture and assemblage. An outcome of this was having a student's work selected for the prestigious Shillam Sculpture Prize exhibition in Brisbane
- 9 Non OP Visual Art Studies students achieved their Certificate II in Visual Art Studies
- 2012 Art subject prize winner Amber Moore has gone on to study Art & Art Education in Cairns
- North Alumni and former top art student Khara Deurhof graduated from JCU with an Arts Degree in Multi Media and is now assistant curator at Art Space Mackay
- The Senior Public Art Exhibition continued to gain support and sponsorship from local businesses, artists and Art Space. At the Mackay City Library's behest the exhibition was extended from 2 weeks to 1 month due to its popularity

English: This year, we were especially proud of our Junior Debating team who progressed to the Apex Mackay District final against Mercy College. The team, consisting of Isobel Brandon, Lily Brandon, Tess Van Der Veen, Samuel Struik, Quinnlan Hatchett and Georgina Jansen, were a credit to our school. The line-up in the final, Lily, Tess and Georgina, performed admirably but were narrowly beaten by the opposing team.

Our Year 10 Media students experienced a taste of the movie industry when they participated in the Mackay Arts Festival, 'In the Bin' film extravaganza in July. The students were divided into groups, who then prepared a short film to be presented at the Bluewater Quay during the Arts Festival.

Students once again achieved superb results in the ICAS English competition. Of the 33 participants, eight received Distinctions, 14 Credits and 10 participation certificates were issued. Year 10 student, Georgina Jansen, was awarded a High Distinction.

We also had visits from high quality performers. Our Year 12 students enjoyed the performance by theatre company, Shake & Stir, who presented their interpretation of 'Macbeth'. The pupils enjoyed the entertaining performance, which complemented their study of this text in class. We were also pleased to host indigenous author and performer, Boori Pryor, at our school. Boori delivered two performances; one for our Year 8 and 9 students, and with a group of indigenous students ranging from Years 8 to 12. Students (and staff) were enthralled with his personal anecdotes and engaging delivery.

Health and Physical Education: The HPE department has experienced growth in the last two years. Our Year 9 and 10 students now enjoy two extra lessons of H.P.E. per week. Links with our catchment primary schools have also been strengthened with our Year 11 Recreation Studies students taking Fitzgerald SS students in a student run activities day. In addition to this, the school's Cricket Academy enjoyed another successful tour of Brisbane, winning five (5) of its eight (8) matches. On the sporting front notable achievements include our U15 soccer team who won the regional competition.

Social Science: Thirty-two (32) students went on the Anzac tour called the *Footsteps of Honour* tour. Students commemorated the fallen soldiers that they had researched visiting historical battlefields in Belgium, France and Singapore.

The Social Science Department provided a number of opportunities to learn about the parliamentary process during 2012 when the Queensland Community Cabinet was held in Mackay. They also had a number of students participating in Youth Parliament in addition to our senior indigenous students participating in the Constitutional Convention. Once again the North Law tour enabled our Legal Studies students to travel to Brisbane visiting Parliament House, The Supreme Court and The State Library. They had the opportunity talk to a defence barrister who is a past student from this school.

Special Education Unit: Staff at North High work hard to ensure all students reach their academic and personal potential. The staff of the Special Education Program supports students with disabilities and it is very pleasing to see that six (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 SEP 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 when they use it in a recipe.

Business: Accounting student, Emily Birditt, has secured an Accounting cadetship with local accounting firm, Brown & Bird. Emily will undertake tertiary studies while training on the job. Kate Price, a Year 11 Business Communication & Technologies student, is the 2012 recipient of the inaugural Mackay Financial Planning Career Development Bursary. This bursary is offered as an encouragement award to a Year 11 Business Education student who has consistent academic results in a Business subject/s and has demonstrated exemplary behaviour combined with good work ethic.

This year forty-four (44) students participated in our school-based apprenticeship/traineeship program. Twelve (12) school-based apprentices and trainees from the Year 12 cohort converted their apprenticeship/traineeship to full time at the end of the year. Examples of these apprenticeships are in hairdressing, cabinetmaking, diesel fitting, hospitality and childcare industries.

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Home Economics: In the junior school we continued to have high student numbers selecting the subjects offered by the Home Economics department, Foods Major and Home Economics Core. Year 10 students enjoyed having members of our local community visit our classrooms to demonstrate cookery skills and discuss cultural foods.

We continue to have strong partnerships with the Mackay hospitality and tourism industry in order to offer Certificate II in Hospitality and Certificate II in Tourism, particularly Grinders Corporate Catering. We worked closely with TAFE to deliver specific units to ensure quality training and outcomes for our students. Our partnership with MOM training college based in Cairns provides students with the opportunity to study a Certificate III in Children's Services; this has also allowed us to develop strong links with the childcare centres in Mackay to provide students with on the job training.

Once again a highlight for hospitality students was attending the Mackay Hospitality and Tourism expo and competing in the table setting competition. Our hospitality students were also given numerous opportunities to work at school and outside of school functions. These included the retirement dinner for highly respected past CEC officer Val Wright, Optiminds, functions held at the MECC and the Harbour Beach Race Day. Students enjoy the practical side of hospitality, running our *catering4futures* café on a daily basis, putting theory into practice by serving food items and drinks to staff and students.

LOTE : Highlights for 2012 included:

- Results: Year 12 - 50% of class VHA and Year 11 – 75% of class HA and above
- Japanese club meets weekly and created / produced a video presented which was sent to Osaka
- Introduction of "Word Perfect" computer program for Year 9 – 12. Excellent differentiated learning as students can work at their individual difficulty and pace.
- Students placed in the Regional speaking and writing contest conducted at CQU
- Years 9 & 10 used ICTs to create blogs in Hirigana and Kanji Scripts

Science: Our Science students were once again presented with opportunities to extend themselves through the various science competitions on offer. In the ICAS competition 73% of the participants receive a credit or above, in the RIO TINTO competition 55% of participants received a Credit or above and 60% achieved a Credit or above in the Australian National Chemistry Quiz. Peter Gordon in Year 11 received a High Distinction in the Chemistry Quiz which placed him in the top 10% out of over 2500 Year 11s competing in the competition in 2012. Our Chemistry students also had the opportunity to enter the Regional Schools Titration Competition with Nicky Tunnah and Tayla King receiving "Meritorious Awards" for their efforts.

Along with the usual practical field experiences, our Biology & Marine students undertake and the annual "Physics in Motion" our Physics students attend, in 2012 our Science 21 students were also presented with an opportunity to enhance their learning through the experience of a Forensic Science Presentation "A Case of Conspiracy" visiting the school. While our senior students embraced their senior science studies our junior science students embarked upon the Australian Curriculum for the first time in 2012.

Maths: 2012 has been a challenging and rewarding year with the implementation of the new Australian Curriculum with students successfully transitioning into the higher expectations in academic rigour.

Notable successes include a third place in the McDonalds Maths Competition in Year 8. The team consisted of Melanie Cowan, Brigitte Fitzsimon, Bradley James, Tenika McGiffin and Aatif Syed. Third place was achieved by our junior team which consisted of Thomas Mandall, Dominic Albertson, Carissa Pickering, Kate Cook and Thomas Wilson.

Dominic Albertson received a High Distinction in the Australian Mathematics competition, an excellent result. Four (4) students received a Distinction and seventeen (17) students achieved a Credit. Outstanding results were also received in the UNSW Mathematics competition. Ning Zhangzhou and Dominic Albertson received High Distinctions with eight (8) Distinctions and twenty (20) Credits awarded to other students.

Industrial Technology and Design Industrial Technology and Design: Our Senior Industrial Technology and Design students have participated in real life practical projects throughout the year. For Construction, these included wall and floor framing, roof construction, concreting and block laying, doors and window installations and landscaping, all requiring students to calculate and estimate each project. Engineering students have constructed metal vices and boat winches using lathes, milling machines and plasma cutters. Our senior Technology Study students have developed real life problem solving skills by taking actual living problems and developing a solution. For example, using the lack of protection issues, designing a new cyclist's helmet on the computer and through the use of the 2D and 3D printer processes, bring it to realisation. The junior areas of study have developed skills in using machines such as the laser cutter and 2D and 3D printers to produce fridge magnets, laser sketches, models and toys. They've been introduced to electronics, assembling motors, wires, switches and circuit boards; produced iPod docking stations, battery operated

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cars and boats to manufacturing standards. In addition to this, we have had several teams participating in the *F1 in Schools* program. Year 11 students have, for the first time, embarked on the *Doorways to Construction* program expanding pathway opportunities into apprenticeships. Our Year 10s participated in the *Try a Trade* program giving our students experience in a number of different trade areas. Finally, Year 10s also participated in the *Toolkits 4 Girls* program to assist in recognising and expanding opportunities for girls to enter male dominated trade employment.

Community Service: Students' commitment to community service and social conscience was displayed by:

- participating in Head Shave for a Cure,
- fundraising for flood/cyclone victims, and
- joining the Fund-a-Run and Zumba Day to raise funds jointly for the Daniel Morcombe Foundation and the P and C.

Facilities: Achievements were:

- The completion of the \$1.3 million refurbishment of four (4) Science laboratories as part of the *State Schools of Tomorrow* funding which has enhanced the learning environment for our science students.
- Wireless connectivity for the school allowing internet connection from all parts of the school campus

The *Schools Maintenance Investment Program* was initiated in 2011. This program gave the school the opportunity to carry out the following facilities projects in 2012:

- Externally repainted First Year Centre
- New roof on First Year Centre
- New roof on 900 block
- Internal painting in a number of classrooms
- Replaced box guttering where needed on hall roof and refurbished hall foyer
- A second grant through the National Solar Schools Project allowed the school to have solar panels installed on 2500 block giving the school a 9.88kWp System

Future outlook

Our school priorities for 2012 are:

Literacy: Focus upon the adoption of whole school strategies to improve writing

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

History: Introduce the Australian curriculum in History for Years 8 to 10.

Year 7 to High School transition: Develop and implement strategic plan to meet Year 7 students needs in 2015

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

High Quality Teaching Practices: Implement Empowering Local Schools' initiative training teachers in coaching and mentoring.

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1509	764	745	88%
2011	1528	779	749	87%
2012	1484	756	728	89%

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. 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	24	24	23
Year 11 – Year 12	17	19	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	282	217	179
Long Suspensions - 6 to 20 days	86	77	42
Exclusions	8	0	<5
Cancellations of Enrolment	0	<5	0

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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 e.g. 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 e.g. Grinders Corporate Catering (Hospitality students).

2012 saw the first graduates of students from the Mackay Engineering College, where students completed a Certificate II in Engineering.

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 an inclusive program for all students from Years 8 to 12. 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 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.

The school has either an interactive whiteboard or one of 58 data projectors in every teaching space. It staff have 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.

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Social climate

The welfare of students and the social climate of our school are 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 (e.g. 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 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 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%.

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Parent, student and staff satisfaction with the school

Parent and student satisfaction with the child's education and feeling safe are above State and Like schools. Staff morale continues to be high. These results reflect a confidence in the good education our school provides to students.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	97.0%
this is a good school	96.9%
their child likes being at this school*	90.9%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	97.1%
their child is making good progress at this school*	90.9%
teachers at this school expect their child to do his or her best*	97.0%
teachers at this school provide their child with useful feedback about his or her school work*	90.6%
teachers at this school motivate their child to learn*	84.4%
teachers at this school treat students fairly*	84.4%
they can talk to their child's teachers about their concerns*	90.9%
this school works with them to support their child's learning*	96.8%
this school takes parents' opinions seriously*	96.6%
student behaviour is well managed at this school*	87.9%
this school looks for ways to improve*	87.1%
this school is well maintained*	93.9%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	93.1%
they like being at their school*	89.8%
they feel safe at their school*	93.1%

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their teachers motivate them to learn*	87.2%
their teachers expect them to do their best*	97.4%
their teachers provide them with useful feedback about their school work*	89.7%
teachers treat students fairly at their school*	76.3%
they can talk to their teachers about their concerns*	74.8%
their school takes students' opinions seriously*	78.9%
student behaviour is well managed at their school*	81.0%
their school looks for ways to improve*	96.6%
their school is well maintained*	91.4%
their school gives them opportunities to do interesting things*	94.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	76.9%
with the individual staff morale items	95.1%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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Involving parents in their child's education

Parent input is encouraged and fostered in many different ways. The P and C Association 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 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 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
- 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 2012 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	
	Electricity kWh	Water kL
2009-2010	1,050,147	8,925
2010-2011	842,083	9,396
2011-2012	866,362	12,754

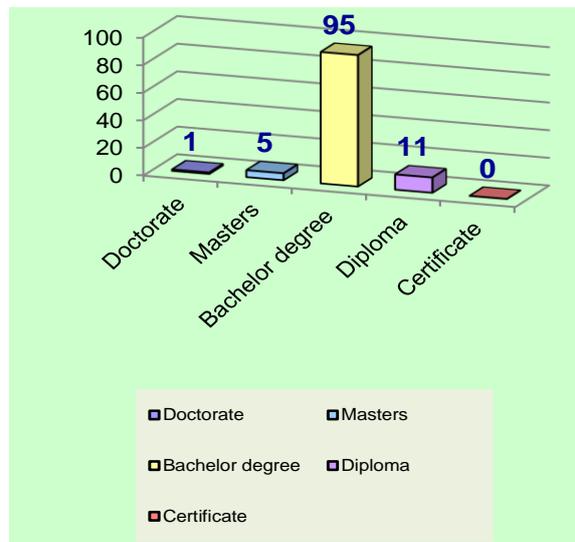
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	112	41	<5
Full-time equivalents	106.1	32.2	<5

Qualifications of all staff

Doctorate	1
Masters	5
Bachelor degree	95
Diploma	11
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$52, 891.

The major professional development initiatives are as follows:

- 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 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.4%	97.7%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.6% of staff was retained by the school for the entire 2012 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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	89%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

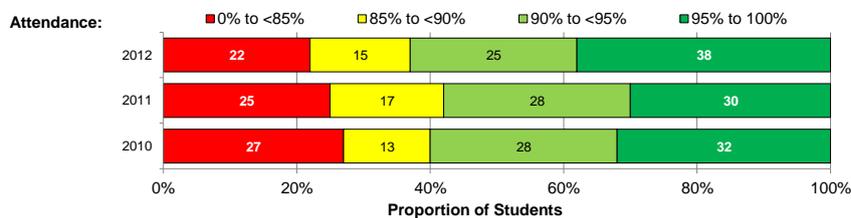
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	87%	86%	89%	91%
2011	92%	87%	85%	88%	90%
2012	92%	90%	86%	90%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 on ID Attend and anomalies are reported to and acted upon by the delegated administration member. 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 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

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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

The gap between indigenous and non-indigenous attendance continues to fluctuate with indigenous students more likely to be absent from school. The apparent retention rate gap between Non-Indigenous and Indigenous students was 9.2%. This gap is much smaller than schools in our region and State wide. Our Indigenous students in NAPLAN score better in reading, writing and numeracy, well above the scores for the region and State.

Performance of our students

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	66%	69%	68%

Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	203	220	223
Number of students awarded a Queensland Certificate Individual Achievement.	3	3	0
Number of students receiving an Overall Position (OP).	105	127	112
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	29	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	126	133	130
Number of students awarded an Australian Qualification Framework Certificate II or above.	85	88	104
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	158	189	196
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.	76%	65%	78%
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.	91%	95%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	94%	96%

As at 2 May 2013. The above values exclude VISA students.

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
2010	13	30	37	22	3
2011	13	31	38	36	9
2012	18	37	32	24	1

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	85	79	20
2011	85	86	8
2012	73	91	37

As at 2 May 2013. The above values exclude VISA students.

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 2012 Year 12 cohort's 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

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.