

Mackay North State High School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Mackay North State High School is a high performing school with a proven record of academic and music/cultural excellence. The School experiences a consistently high enrolment demand with students enrolling from across the North Mackay region. Students are generally well motivated with a positive attitude towards their education. Mackay North State High School is regarded as a traditional school with high expectations, high standards of personal presentation, behaviour, and academic performance are expected. The School is noted for its programs of Music Excellence and community involvement. There is a definite focus on quality teaching and instructional practices with a strong emphasis on a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student.

School progress towards its goals in 2013

The school priorities for 2013 were to focus on Literacy, Indigenous Education, History, Year 7 to High School transition, Senior Schooling and High Quality Teaching Practices. These priorities were embedded in the key accountabilities of the Region.

Firstly, the school's focus on improving the quality of the education experience for students has seen the investigation of a whole school pedagogical frame to meet the school community needs. The introduction of whole school strategies to improve reading and writing has also been developed. This, along with the practice of developing plans for Student Study Planners and Goal Setting strategies. This has resulted in greater clarity of what is required to improve teaching practice and learning accountability and the need to consider training teachers in coaching and mentoring.

The School has now adopted the Marzano model *The Art and Science of Teaching* as a teaching and learning model. This model seeks to build on the outstanding work on current teaching strategies and will be mapped to the chosen CQ Regional pedagogy, Explicit Instruction.

The introduction of the National Curriculum into History and now including English, Mathematics and Science is also providing an opportunity to refurbish the junior curriculum in many areas. Together all of these strategies focus on creating a clear alignment between what is being taught, how it is being taught, how the learning is differentiated to the needs of the learner, and ensuring that assessment is focussed.

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Secondly, the school's focus on literacy and numeracy and Indigenous Education has resulted in the school continuing to achieve consistent results in NAPLAN testing. Despite these results the school believes implicitly, that improvements can always be made. The work undertaken to further enhance teaching and learning has resulted in a commitment to revisit the school literacy and reading in particular, and numeracy practices in 2014.

Finally, the objective of participation and performance has resulted in the focus of every Year 12 student leaving Mackay North State High School with an OP, a QCE or a certificate. Whilst we are improving we are working towards this as our ultimate goal.

Similarly, 2012 saw the introduction of the Individual Development Plans for all teachers. This began a focus on each teacher's development needs. We have continued to work in this area and the focus of 2014 will further develop and embed this practice to build developing teaching capacity

Future outlook

The focus for the immediate future is to follow through with the implementation of the Great Results Guarantee, this continues our plans to recognize the work required in Literacy, Numeracy, Indigenous Education, Data collection and differentiation, and Junior Secondary. Our School priorities also consider these areas and include our Regional pedagogy, Explicit Instruction and our School selected pedagogy of Marzano's model *The Art and Science of Teaching*.

Into 2014 and beyond the school will continue to focus on student development and optimising performance and participation building on teacher efficacy through: the implementation of the *Art and Science of Teaching* (Marzano); refurbishment of the curriculum characterised by alignment, differentiation, consistency across the school by utilising data to evidence focus, and deconstruction of assessment through exemplars and front ending of assessment. The school culture has created an environment for students where they feel cared for and cared about. When viewed in their entirety, the events, programs, and activities that occur in classrooms across the school, in co-curricular opportunities and community involvement, create an integrated and intentional endeavour to create a caring environment for students.

The Great Results Guarantee will specifically strengthen our focus on Literacy and Numeracy and assist us in identifying students who are at risk of leaving school with inadequate literacy and numeracy skills. This will include reconfiguring how these students are identified and adopting 'direct instruction' models of intervention and instruction. Furthermore this will involve improving literacy levels for all students in Years 8 and 9 and Year 7 in 2015. The redevelopment of the Read On, Write On strategy in all subjects and units of work will lead to the implementation in all classrooms.

Individual Development Plans for all staff in the school will focus on support, development, observation and participation, these will be closely aligned in 2014 to the Australian Professional Standards for Teachers. There will be an ongoing focus on leadership capacity through strategic partnerships with colleagues from other schools, external providers and one-on-one coaching.

School Profile

The outstanding school culture at Mackay North State High School is predicated on the diversity of its school population. Tolerance of others and an appreciation of difference in others have contributed wonderfully to a harmonious school culture where students from different cultures and religions are welcome in the school. There are approximately 9% Aboriginal or Torres Strait Islander and are our first Australians. The socio-economic representation is diverse and the My School website provides the following information.

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

Our school at a glance

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1528	779	749	87%
2012	1484	756	728	89%
2013	1486	769	717	91%

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

Characteristics of the student body:

Our student body is diverse and representative of a wide range of characteristics including, Indigenous students, students with special needs, ESL and International students together these students enhance the culture of Mackay North State high school.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	23
Year 11 – Year 12	19	18	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	217	179	134
Long Suspensions - 6 to 20 days	77	42	46
Exclusions	0	3	4
Cancellations of Enrolment	1	0	3

Curriculum offerings

All students in Years 8, 9 and 10 study English, Mathematics, Science, Studies of Society and the Environment. With the implementation of the National Curriculum all students are also studying History in the junior school. 2014 will see the inclusion of geography.

For each year level there is an increase in the number of subjects that are electives. As students' progress

Our school at a glance

through secondary school they move from a set course into eventually having more flexible pathway options in Years 11 and 12.

Specific offerings at Mackay North State High School include Music and Cricket excellence.

There is a vast range of vocational educational training options available to students where the school is the providing RTO for many providing students with a breadth of choice for future pathways.

There are also certificate and School-based apprenticeships and traineeships along with off campus learning opportunities at the MEC.

More information about our distinctive curriculum offerings may be found in the school's Junior Secondary and Senior Secondary Handbooks.

The school's extracurricular activities are dominated by music, sport and Community cultural activities. Music has played an integral role in the co-curricular life of the school. The school has the largest School Marching Band in Australia and draws international attention. The marching band has travelled internationally to perform at significant world events and continues to receive invitations. The marching band has attended the ANZAC march in Brisbane for 20 years and has led the ceremony on occasions.

The school also supports and hosts State Honours Junior Music programs and organises, leads and performs at many events, local and State recognized.

The school has developed a unique Tour of Remembrance program that sees students travelling to Gallipoli every second year. The program has been recognized with State awards and continues to draw significant attention and connection with the wider community.

The opportunity for Sport at Mackay North State High School provides opportunities for students to develop, participate and compete in many sporting events. Students regularly represent the School, Region, State and Nation.

There is strong representation in various other special events. Public speaking is a valuable skill for our students and is a priority for us in terms of providing opportunities to participate. Debating remains a very important part of our extracurricular program.

Information and Communication Technologies

The school has 8 designated computer classrooms located throughout the school. This is supplemented with laptops (1238 devices) that are distributed around the school for class use and borrowing for home use. A structured replacement plan ensures all computers are replaced on a four year cycle. There is a planned replacement schedule in place for all ICT equipment. Mackay North State High School has a high speed 20Mbps optical fibre internet link. Nine classrooms have interactive whiteboard capability, and every general learning area has either interactive or data projectors.

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

There is a usage of robotics in IT and the Manual Arts Department utilises specific state of the art applications to engage students in subject areas as a specific learning tool.

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

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

Extensive curriculum offerings using ICTs and software applications ensure students explore a range of

technologies.

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.

Teachers are now commencing to use the Learning Place and edStudio to enhance student learning.

Social climate

We are proud to be a school with traditional values that focus the school, students and staff on providing the education and the boundaries that enable our young people to transition into adulthood as 'well rounded, respectful people who can get access further education or the workforce on completion of studies'. This occurs within a strict enforced behaviour management policy that is strongly supported by all staff.

We are proud of our high standards of behaviour and presentation and believe that these elements provide a foundation for high performance. Students are encouraged to take pride in their school, uniform, presentation and individual actions. We take great pleasure in sharing the wonderful achievements of our students through the school newsletter, formal assemblies and newspaper articles.

The school's student body is led by the School Captains and five Student Council representatives who also connect with a specific year level.

The school has a focus on serving and contributing to the school and its community. Throughout the year the school provides assistance to organisations by raising funds and donating accordingly.

Parent, student and staff satisfaction with the school

The Mackay North State High School community strongly approves of the culture, direction, expectations and performance of the school. This level of endorsement enables us as a school to continue to refine and enhance the wonderful aspects of the school including our commitment to ongoing school improvement efforts.

There is some indication in the data that there is some work for us to do around enhancing and improving the learning opportunities for students; feedback to students about their learning; explicit ways of engaging and motivating students, and monitoring attendance more closely. Generally however, there is a high level of satisfaction in the school by all key stakeholders.

Our school at a glance

Performance measure (Nationally agreed items shown*)

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

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	96%
they like being at their school* (S2036)	90%	90%
they feel safe at their school* (S2037)	93%	96%
their teachers motivate them to learn* (S2038)	87%	92%
their teachers expect them to do their best* (S2039)	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	93%
teachers treat students fairly at their school* (S2041)	76%	80%
they can talk to their teachers about their concerns* (S2042)	75%	79%
their school takes students' opinions seriously* (S2043)	79%	84%
student behaviour is well managed at their school* (S2044)	81%	86%
their school looks for ways to improve* (S2045)	97%	98%
their school is well maintained* (S2046)	91%	92%
their school gives them opportunities to do interesting things* (S2047)	94%	91%

Our school at a glance

Performance measure

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

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parent input is encouraged and fostered in many different ways. The P and C Association is very active. General communication with parents and caregivers occurs through fortnightly newsletters which are also published on our website and emailed to parents. 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. Non-attendance sms are relayed to parents daily.

Parent opinion is sought through the School Opinion Survey, through special purpose communication in the newsletter and through phone calls on specific topics. Overall, we receive strong support from our parent body and continue 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.

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. 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
2010-2011	842,083	9,396
2011-2012	866,362	12,754
2012-2013	912,525	8,613

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

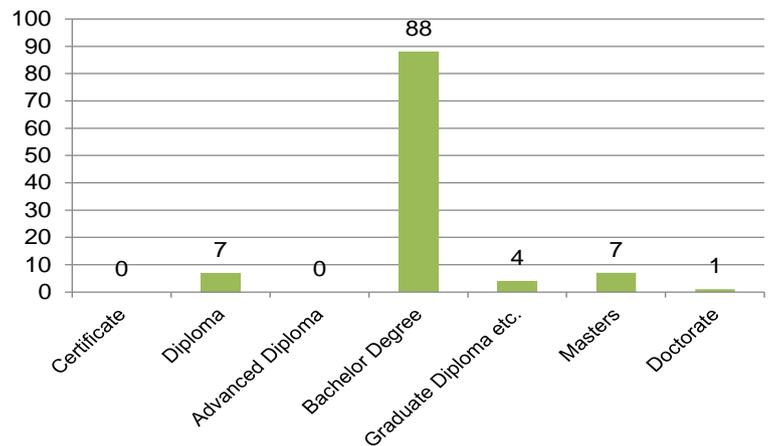
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	107	39	<5
Full-time equivalents	102	30	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	88
Graduate Diploma etc.	4
Masters	7
Doctorate	1
Total	107



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 45 795.

The major professional development initiatives are as follows: Reading, a whole school pedagogical frame, specific subject development and Cert IV qualifications.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

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

Our staff profile

- First Aid and CPR Training
- QSA workshops
- The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	90%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

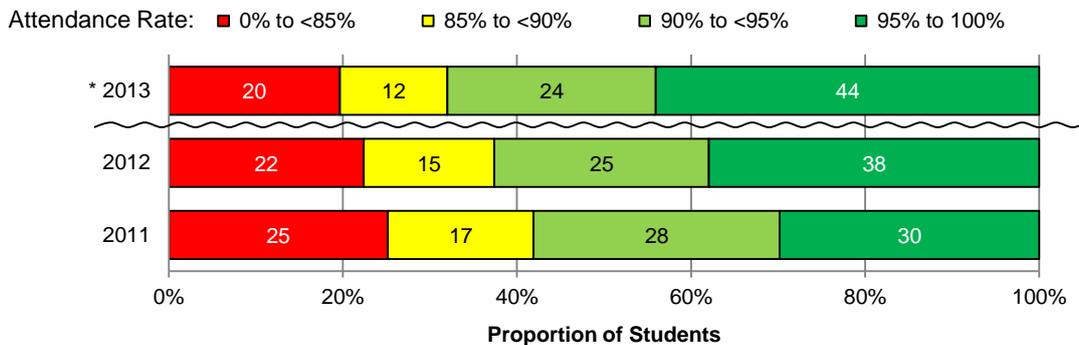
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								92%	87%	85%	88%	90%
2012								92%	90%	86%	90%	90%
2013								93%	90%	89%	90%	91%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

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.

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 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.

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Search by suburb, town or postcode

Sector Government
 Non-government

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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

Performance of our students

The gap between indigenous and non-indigenous attendance continues to fluctuate with indigenous students more likely to be absent from school. 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.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	68%	71%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	220	223	245
Number of students awarded a Queensland Certificate Individual Achievement.	3	0	2
Number of students receiving an Overall Position (OP).	127	112	129
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	29	20	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	133	130	146
Number of students awarded an Australian Qualification Framework Certificate II or above.	88	104	113
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	189	196	214
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.	65%	78%	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.	95%	93%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	96%	97%

As at 5 May 2014. 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
2011	13	31	38	36	9
2012	18	37	32	24	1
2013	19	34	48	26	2

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Performance of our students

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

	Certificate I	Certificate II	Certificate III or above
2011	85	86	8
2012	73	91	37
2013	95	102	27

As at 5 May 2014. The above values exclude VISA students.

Post-school destination information

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

Early 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.