



Mackay State High School

Established 1912

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Our school motto is 'Learning for Life' with our Core Values being Respect, Consideration, Dedication and Pride. Our Vision is "Maximising Student Achievement" in our school, with a long history of high performance and community engagement.

The committed and caring staff focuses on developing individual students to attain their full potential in academic, sporting, cultural and arts fields. Complementing the wide range of subject offering, students can follow special options in Instrumental Music with Stage and Concert Bands and String Ensembles, Academic Excellence Academy, Sporting Academies in Rugby League, Netball and Football, Agriculture program with cattle, crops, fruit, bees and poultry and an active Arts department offering many performance opportunities. Students are guided to follow their selected pathway after school to University, TAFE, Apprenticeships or permanent work.

Students have opportunities with Work Experience, School-based Apprenticeships, VET Placements, MEC Trade Training Centre, TAFE Links and University subjects at school. Indigenous students have several programs to extend the individuals and groups in the full range of options to close the gap in achievement and attendance. We have a significant number of students coming from families that have come to Mackay on work visas. These students are also supported in their educational pathways, adding to the cultural richness of our school as reflected in our local community.

Student Services, with many specialist staff, support all students, including those with specific learning needs where modified programs are arranged. Mackay High offers students a great education and many opportunities.

Principal's Forward

Introduction

Welcome to Mackay State High School's Annual Report which proudly highlights the contribution by our school community in the educational community of Mackay. The Report gives a summary of the achievements of the students and staff at Mackay State High School throughout 2016, giving insight into the future directions and goals for 2017 and beyond. Achievement data for our school is detailed, and information here and on our school website, gives some insight into the range of opportunities available within our school community.

School Progress towards its goals in 2016

Key Aspects of the School Improvement Agenda for 2016 are detailed below

MAXIMISING STUDENT ACHIEVEMENT AND PROMOTION IN SCHOOL COMMUNITY

- **PERFORMANCE**
 - Year 9 Writing U2B 15% (6.2%), Numeracy U2B 20% (9.8%)
 - > 95% Yr 12s achieve QCE/QCIA (99.4%), 100% QCE and/or Cert 2 VET qual (100%)
 - Attendance target 90% (87.4%)
- **PEDAGOGY**
 - High quality teaching
 - Consistency
- **STUDENT DEVELOPMENT**
 - Leadership, Confidence, Resilience, Well-being

Future Outlook

During 2016, our school's processes around the transition of the Yr 7 cohort into secondary were settled and further refined, including improved and more comprehensive links with our Primary partner schools. Staff were involved in some sharing of assessment practices and expectations of students in aligning completed tasks with criteria sheets.

We continue to develop the **Quality Teaching** Pedagogical Model and the program of Collegial Coaching provided teachers with peer feedback from colleagues to improve their performance in their classroom through verbal and written feedback. This is in conjunction with feedback also provided by the Faculty Heads as well, with walk-throughs by the Admin team throughout the term. The sharing of practice is of benefit to all involved and it give capacity to identify "best – practice" examples, which can be shared with teachers seeking to target key skills. Our aim is build consistency in our teaching & learning and grow the capability of all of our classroom staff across our school.

As highlighted in our Teaching & Learning Audit in early 2014, there are many teachers who are performing excellent pedagogy in the classroom however there is some inconsistency in the teaching and learning as well as student engagement.

With our focus on **High Performance**, during 2016 our school used some Investing for Success funds to engage a specialist teacher, commenced planning for the introduction of a new Academy to Mackay State High – our Academic Excellence Academy (AEA). After investigations in 2015, the program was introduced with a class in Year 7 and Year 8 in 2016, with the intent that these students will remain together for their Core curriculum subject through to Yr 9&10. Students were required to sit achievement testing programs to qualify for entry. In addition, the school commenced the AEA Cadet program attracting Yr 6 and in the second half of the year, Yr 5 students as Cadet program members, showing the pathway and benefits to the AEA.

A key performance area was student attendance, and a range of strategies were implemented to 'raise the bar' in our students' performance in this aspect. We believe that the flow-on to student achievement will also result in a lift here also. The improvement in 2015 resulted in a Case Study on Education Queensland website, highlighting the processes put in place to achieve the Attendance improvements.

In our Senior School emphasis on the qualification of all students for QCE, completing a Cert 2 qualification before graduating and the focus for our high performers to achieve their best outcomes on their pathways to University, were key performance goals discussed regularly with students and their family. Some new Cert 2 courses were introduced in 2016, to enhance the offering in the Arts and Physical Education faculties, with solid take-up rates.

Igor Seleznev
OP 1 - 2016



Strings Ensemble at MOB



QATSIF Presentations

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	988	441	547	127	88%
2015*	1153	508	645	170	89%
2016	1062	483	579	137	88%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Our student population was impacted to some by the economic pressures with the flow-on from the downturn in mining and resulting impact on employment in related industries. The intake of Year 7 continues to be a strong area in our enrolments giving a positive outlook for the future. Our student population has 11% Indigenous students, while there is a similar proportion of students (12%) from countries outside Australia, including Philippines, South America, China, Africa, New Zealand, South East Asia and Pacific Islands. These students add a richness to the school population and reflect the diversity of Mackay and Australia's population. We make great efforts to build close ties with our local Primary Partnership Schools to support transition to High School, as smoothly and positively as possible. This has benefits for our school but also the students and teachers in the State Schools with access to our specialist teachers and facilities, like the Science laboratories, computer labs, Academy program staff, and gymnasium and specialist equipment.

In August 2015, our school became Enrolment Managed. Our EMP means that students can only be drawn from our catchment area, unless they have siblings at our school, a parent works at the school, or they are enrolling in one of our specialist programs, identified in the EMP.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	23	22
Year 11 – Year 12	18	19	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum offers a diverse range of subjects that ensure that all students undertake a core of subjects, complemented by some electives that cater to students' abilities, interests and vocational pathway goals. These options increase within the available resources, as the students progress towards Yr 12 and through to chosen career pathways. Students in Yr 7 do a core curriculum with a focus on Literacy and Numeracy, through core curriculum of English, Mathematics, Science, History, Geography, Chinese and Physical Education. At the end of each year, students in Year 8, 9, 10 select subjects for the next year. Students at the start of Yr 12 may change subjects to ensure they successfully achieve their Qld Certificate of Education, but all changes are closely monitored to match capability and match stated career pathways and parent approval is sought.

Our school's curriculum has strong emphasis on learning that suits the pathways of our students whether they target higher academic pursuits leading to professional careers or the more practically-based vocational options leading to particular areas in the workforce. We endeavour to support and direct students towards the areas most suited to their talents, interests and abilities, ensuring that they attain to the best of their abilities. We offer a balanced range of options including Authority subjects targeting to Tertiary pathways, complemented with a similar range of Authority registered subjects and VET course options.

Co-curricular Activities

Mackay State High School is a vibrant educational hub for the south Mackay area and our school community, with our students and staff engaging in a wide range of community based activities.

Students involve themselves in activities that build and challenge their talents including Instrumental musical performances, interschool sports, Arts under the Stars including Arts Master classes, Eisteddfod Music performances and competitions, Opti-minds, Debating, Constitutional Convention, NAIDOC Day, Harmony Day, Work Experience, Industry Try-a-Trade, Lions Youth of the Year, Cattle Show team, Student-2-student mentoring, Indigenous Mentoring with Primary schools, Meals on Wheels and many other opportunities.

Our sporting Academies and general sporting competitions give students the chance to develop their physical skills, while also contributing to the community. Our Academy students often officiate at Primary competitions, Gala Days and regional carnivals to develop their skills, while sharing their abilities to support their younger aspirants.

Each year our students participate in several activities like 40 Hour Famine and Relay for Life, where the funds raised are donated to worthy local causes like the Red Shield Christmas Appeal.



ANZAC Day March 2016



Students at Mackay Engineering College

How Information and Communication Technologies are used to Assist Learning

Mackay State High School leads the way in ICTs and the use of technology in the classroom learning.

Students are encouraged to engage in the BYOx (Bring your own device) with support provided on the specifications required for the students' technology needs based on their age and subject requirements. Staff encourage the use of this through use of technology with most classrooms supported with data projectors, linkages to teacher laptops, touchscreen televisions as well as specific technology devices in the Arts, Music and Technology areas, focusing on 21st C usage. Our school purchased a Laser Unit in 2015, which digitally engraves images/ lettering onto a variety of surfaces, developing the skills of students and staff even further. A CRC Router was added to this machinery in 2016.

Our school has an Equity Committee which can support hardship cases, directing them to community support agencies and at times allocating a small number of reconditioned laptops to students on a loan basis.

Social Climate

Overview

The welfare of students and the social climate at our school are underpinned by our Core Values

RESPECT

DEDICATION

CONSIDERATION

PRIDE

Each of the Admin Team take responsibility for Year levels and support the Year Level Coordinators and Form Teachers to support and monitor the well-being for all of the student. Year Level Assemblies are held each week to discuss specific activities as well as monitoring behaviour, welfare, attendance and achievement of these students. The Welfare program of Learning Curve is encompassed in every student diary and in Junior Secondary Form classes and PDC sessions is discussed in class groups.

School Spirit and Pride are developed through Assemblies and are a key focus at Year 8 and Year 11 Leadership Camps each year. Our staff and student leaders play a key role in the development, maintenance and monitoring of welfare across the school. An integrated student welfare program aligned to the school values and aims of Junior Secondary was introduced this year, with topics for discussion in Form Classes, detailed in Student Diaries – separate versions for Yr 7-9 and Yr 10-12. The weekly focus is discussed on assemblies most weeks, while key aspects can be raised when required.

Our school staff, especially the **School-Based Youth Health Nurse, Chaplain, Guidance Officer, Community Education Counsellor, Youth Support Coordinator**, and other support agencies which they engage, play a very important role in supporting the student welfare cause. The Welfare Group was established in 2012, with interested staff to raise the profile of this vital area for students and staff. Brekky Club is convened four mornings a week, by the Chappy and Health Nurse with some volunteers, prior to school, is an avenue where students who are experiencing some issues, can link with support staff outside class time.

Across our school in the Junior Secondary grades of Yr 7 and 8, **Class Buddies** from Yr 11/12 volunteer and are appointed to act as student liaisons with Form Teachers. Buddies are drawn from our senior students, who undergo some training to support younger students as they settle into their commitments as a high performing secondary student.

Our school has no tolerance for bullying-type behaviour and support and guidance is provided to students in dealing with instances. Reporting incidents of such behaviour is required to stamp out such behaviours. Direction is given to perpetrators to change their behaviour dealt with under Responsible Behaviour Plan, with parents involved to assist them also. Students are supported with a range of targeted programs held throughout the year to build resilience and modify behaviours, including Strength, Shine and short courses through outside agents working in cooperation with school staff.

**2016
Captains**



Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	90%	98%
this is a good school (S2035)	91%	90%	96%
their child likes being at this school* (S2001)	93%	89%	94%
their child feels safe at this school* (S2002)	92%	89%	94%
their child's learning needs are being met at this school* (S2003)	84%	91%	96%
their child is making good progress at this school* (S2004)	89%	90%	96%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	88%	98%
teachers at this school motivate their child to learn* (S2007)	88%	93%	98%
teachers at this school treat students fairly* (S2008)	87%	90%	85%
they can talk to their child's teachers about their concerns* (S2009)	91%	98%	96%
this school works with them to support their child's learning* (S2010)	87%	92%	98%
this school takes parents' opinions seriously* (S2011)	83%	88%	96%
student behaviour is well managed at this school* (S2012)	77%	79%	83%
this school looks for ways to improve* (S2013)	83%	93%	96%
this school is well maintained* (S2014)	81%	85%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	92%
they like being at their school* (S2036)	95%	93%	89%
they feel safe at their school* (S2037)	90%	80%	86%
their teachers motivate them to learn* (S2038)	92%	88%	88%
their teachers expect them to do their best* (S2039)	99%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	88%	92%
teachers treat students fairly at their school* (S2041)	83%	79%	78%
they can talk to their teachers about their concerns* (S2042)	84%	75%	74%
their school takes students' opinions seriously* (S2043)	79%	76%	74%
student behaviour is well managed at their school* (S2044)	69%	57%	60%
their school looks for ways to improve* (S2045)	91%	87%	86%
their school is well maintained* (S2046)	80%	71%	75%
their school gives them opportunities to do interesting things* (S2047)	87%	91%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	85%	93%	95%
they feel that their school is a safe place in which to work (S2070)	96%	96%	91%
they receive useful feedback about their work at their school (S2071)	74%	84%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	72%	81%
students are encouraged to do their best at their school (S2072)	92%	93%	98%
students are treated fairly at their school (S2073)	94%	95%	96%
student behaviour is well managed at their school (S2074)	74%	67%	68%
staff are well supported at their school (S2075)	63%	71%	74%
their school takes staff opinions seriously (S2076)	63%	64%	65%
their school looks for ways to improve (S2077)	83%	82%	83%
their school is well maintained (S2078)	74%	85%	78%
their school gives them opportunities to do interesting things (S2079)	77%	88%	85%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are key partners in the educational partnership that supports the relationship between teachers and students. Our staff team endeavour to engage positively with parents regularly, commencing when students are having initial engagements with Yr 6 to 7 Information evening and again on their Orientation Day in December. During Term 1 prior to the Yr 7-8 Disco, our P&C host a Meet and Greet with parents and staff to gather prior to the Disco. Other opportunities include Subject Information evenings, Junior Secondary Yr 8 evening and Senior Schooling Forum. These are held for each Year level.

During the year there are numerous opportunities for parents to engage in activities with their students and staff, whether inter-school sport, debating, cultural days, school discos, Arts under the Stars or special events like Graduations, Investitures, NAIDOC Assembly or Awards Nights.

Our school has a very active and committed team of parents and staff who form our Parents and Citizens Association, playing an invaluable role in managing the Tuckshop and Uniform Shops, while giving guidance around some new policies. The P&C meet each month and through their wider range of contacts, perform an invaluable role in our school. They are always looking for new members to contribute.

With our Indigenous Parent group, there is good representation from students and parents to support the staff. This year, the Careers Expo held during School NAIDOC Day celebrations, brought lots of parents into the school. Each year our students involved in school extra-curricular activities draw on the valued support of parents and families to support staff in the successful convening of these events eg Optiminds, Arts under the Stars.

Our local industries and businesses as well as our Central Queensland University are valued partners as we partner with them in our enhancing the pathways for our students. We often invite community representatives to speak to our students and share the expertise and facilities available in their work places and the University to enhance the opportunities available to our students. Work placements for students and at time staff, as well as awareness raising days at CQU are invaluable.

The parents and wider community can see first-hand the excellent quality of the students being produced here at Mackay SHS.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our school follows the Learning Curve program to Build Your Well-Being for students and staff. The program highlights six elements of Well-being as Positive Engagement, Meaning and Purpose, Skills and Achievement, Relationships and Optimism, Strengths and Emotions, Exercise and Health, guided by teachers using resources in student Diaries and on-line materials to support the program.



Mackay Show winners



OK? Day



Trust - Yr 11 Camp

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	188	376	315
Long Suspensions – 6 to 20 days	1	8	12
Exclusions	6	13	8
Cancellations of Enrolment	10	5	19

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The increased volume of students, resulting in increased rooms using A-Cs and lighting is recognised including increased costs of power in 2014-15, however with some management practices with only key rooms housing IT Servers, having ACs running continuously, savings have been possible. ACs are generally only used in Terms 1 & 4. We continue to utilize solar panels to support our power consumption. Water usage was a major concern in Term 4 with construction in blocks housing toilet blocks, resulting in unavoidable increased water usage. This has now been completed and we look forward to better managed usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	665,401	2,794
2014-2015	723,506	5,489
2015-2016	531,607	11,751

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

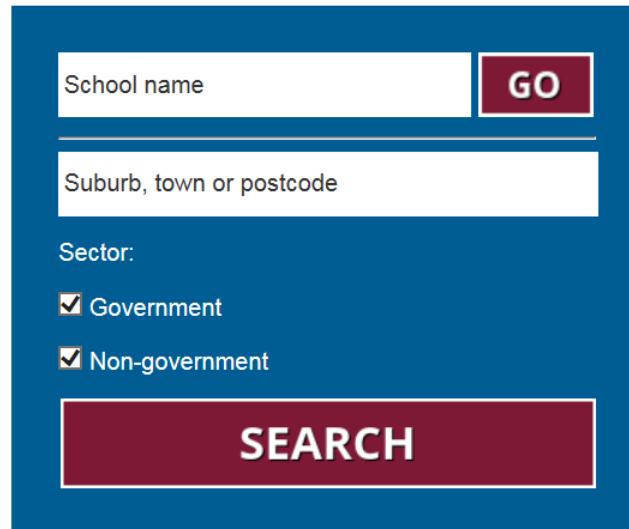
School Funding

School income broken down by funding source

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



The screenshot shows a search form with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	89	53	<5
Full-time Equivalent	85	37	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	85
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$47195.

The major professional development initiatives are as follows:

Classroom pedagogy was a focus with staff trained for Seven Steps to Successful Writing. During Term 1, key staff held workshops with all teachers and some aides, to familiarize and coach our full teaching staff, the key aspects of this initiative. Academic Excellence Academy continues with the implementation and key teachers' visits to schools to investigate aspects to develop this program did occur. A number of staff attended Beginning Teacher programs to enhance their skills in general pedagogy, while several staff were involved in a couple of staff well-being program professional developments, then returning to share their learning with staff.

These were complemented by a range of QSA subject based workshops, Junior Secondary planning, First Aid Certificate updates as well as Mentoring Beginning Teacher PD, in school for Beginning Teachers. The annual revision on Systemic Staff PD were commenced in January SFDs and completed by all staff by end of Term 2.

In-service on the processes used with the Collegial Coaching class visits to ensure that all teaching staff have these basic skills were practised at staff meetings. Student Resilience, Cyber bullying and WH&S were also a focus with visiting presenters.

Matt Rigby and Lindsay Williams presented to the whole staff, based on the expectations for gaining the best from our students in Writing and building their independence and confidence. Matt and Lindsay worked with our students in preparation for NAPLAN and QCS programs.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016, an increase from 91% in 2015.

QLD Training Awards

CQ Finals 2016



Performance of Our Students

Key Student Outcomes

There are many highlights in the student outcomes for 2016. Our focus on student attendance was recognised in the students' overall improvement across the whole year. The improvement in the greater than 95% attendance has been nearly maintained and we plan to build this higher. Yr 7 & 10 showed improvement across the year.

Our NAPLAN data has been growing over the past two years and %NMS maintained positive levels, however our % targets for Upper two Bands (U2B) did not attain the targets. We did identify that we needed to target improvements based on the cohort achievements in Yr 7 rather than a comparison to the achievement of the previous year's cohort. We are seeking to show marked growth in our high performing students in 2017.

The Senior outcomes were very pleasing, resulting from a great performance by our Yr 12s, however there were several strategies that contributed. Key feedback provided to students in Yr 12 regarding their QCE attainment, focussed directions to rectify at-risk students, contact with parents and targeted Cert courses for some students.

The results provided by EQ do not include several of our students in the Yr 12 cohort as they are listed separately as VISA students. Most of these students have been enrolled in Mackay SHS for their secondary education, and as such, I have included them in our figures for Yr 12 Data.

When OPs were released our Yr 12 cohort achieved one OP1 score, however we had 20% gain OP 1-4 which was an excellent outcome for the students. These high achievements are highlighted in advertising in our community, promoting the High Academic Performance achieved by our students.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	87%	82%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

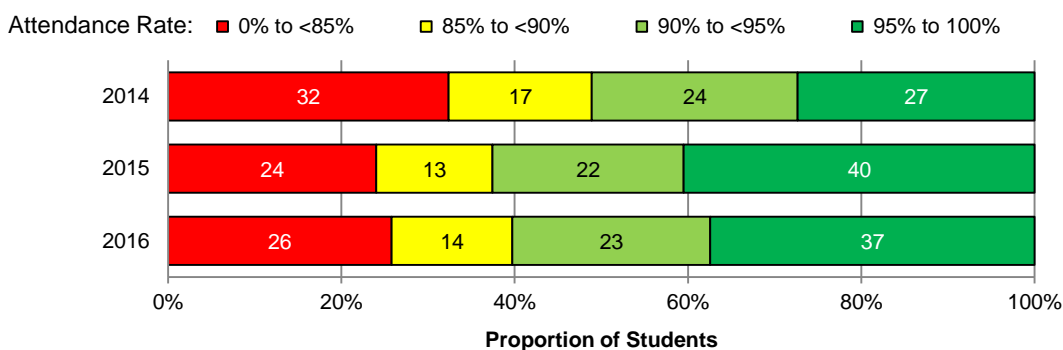
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	87%	83%	87%	85%
2015								92%	91%	87%	86%	91%	92%
2016								93%	89%	86%	87%	88%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

During 2016, an Attendance Officer was engaged to support Year Coordinators and Form Teachers in following up absences, recorded on ID Attend for each lesson. SMS messages were sent to parents daily when students are absent for Roll Marking in Form. Staff use IDAttend to mark student attendance in all lessons and Year Coordinators review student absences during the day each week, from reports generated. In addition promotion of aspects of Every Student, Every Day initiative were promoted. Across Yr 7 – 9, students who achieved 100% attendance for weeks were included in a prize draw and students with 100% Attendance were recognized with a Certificate at the end of the Term. For persistent non-attenders, sometimes home visits occur by Principal, Deputy Principal or Community Educational Counsellor (for Indigenous students) to encourage and support parents to engage the student daily. Strategies if these efforts do not succeed include Enforcement of Attendance and Cancellation of Enrolment, if contact to parents and in some cases home visits, have not made the change.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our students again performed well with our Year 7 and 9 students performing at or above students from other local State High Schools for MSS and % above NMS. The U2B performance of our High Performers will be a focus in 2017.

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

GO

Sector:

Government

Non-government

SEARCH

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	141	128	163
Number of students awarded a Queensland Certificate of Individual Achievement.	3	4	3
Number of students receiving an Overall Position (OP)	35	46	49
Percentage of Indigenous students receiving an Overall Position (OP)	6%	5%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	21	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	138	121	158
Number of students awarded an Australian Qualification Framework Certificate II or above.	136	119	156
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	124	121	159
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	81%	89%	100%
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.	71%	61%	73%

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
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.	98%	96%	99%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	94%	90%	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	8	11	8	2
2015	3	11	14	14	4
2016	10	13	13	12	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	60	136	3
2015	47	118	3
2016	62	156	5

As at 3rd February 2017. The above values exclude VISA students.

Our VET qualifications for Senior students has been enhanced greatly with our goal to attain 100% graduating with a minimum Cert 2 qualification. Raised staff capability, increased curriculum options and links with Mackay Engineering College and CQU, through our VET staff team are guiding this area very positively. Students complete some Cert 1 & 2 qualifications under our school scope, while others are completed internally through an external RTO or externally in our community.



Year 12 Graduates 2016

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	71%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	91%	50%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.mackayshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12, are monitored through an officer based in one of our schools, funded through vocational funding combined from these schools. School-based Youth Support Coordinator in our school liaises with these students often before they leave school, and is available to engage with them to afford assistance in gaining placement in employment or training.

For Indigenous students, our CEC liaises with local District Office staff to make contact when Indigenous students leave school before completing Yr 12, especially when they are not transitioning to a placement. They work regularly in our school with at-risk Indigenous students, and usually have a knowledge of these students and their family.

Conclusion

Mackay State High School, with a proud history of over 100 years, continues to offer an outstanding educational offering through our diverse and challenging curriculum, students being supported and encouraged by our skilled and dedicated staff and in an environment that offers students the opportunity and encouragement to pursue excellence in academic, cultural, sporting and vocational fields, guiding them to their preferred pathway.

*School Captains meet
our Prime Minister*

