Principal’s foreword

Introduction

Welcome to Mackay State High School’s Annual Report which proudly highlights the achievements of the students and staff throughout 2014. Mackay State High School motto of “Encouraging Learning for Life” is reflected in these achievements across academic endeavours, cultural exploits in drama, music and visual arts including the multi-cultural experiences that contribute to the quality of our students, staff and school community, sporting achievements across the full range, complemented by involvement in a wide range of community service activities.

The Report gives a summary of the achievements of the students and staff at Mackay State High School throughout 2014, giving insight into the future directions and goals for 2015 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.

Copies of this report will be available from our office on request.

School progress towards its goals in 2014

Key Aspects of the School Improvement Agenda for 2014 are detailed below.

QUALITY TEACHING + HIGH EXPECTATIONS + CORE VALUES = IMPROVED STUDENT ACHIEVEMENT

STUDENT ACHIEVEMENT - 85% C or better / Literacy & Numeracy Plan
Attendance target 90% / Improved ESL & ATSI achievement

VET and SENIOR TARGETS - 95% of Yr 12s achieve QCE or VET qual.

QUALITY TEACHING & EXPLICIT INSTRUCTION
Collegial coaching / Use of Class Dashboard / Differentiate

JUNIOR SECONDARY TRANSITION – Positive partnerships
Forge strong links with students, staff and parents in Primary Partner schools
**Future outlook**

The major focus of 2014 is the preparation for the transition of Year 7 to Secondary in 2015. Mackay State High School staff have been engaging with the school communities with increasing regularity and this will continue in the future. Our focus is to ensure that our school curriculum, staff and facilities are best prepared for the transition of our new students and their families. Our teachers have been visiting our Primary Partner schools in our drawing areas to work closely in the students’ classrooms to meet the students and prepare them for some of the secondary curriculum, as well as staff learning the capabilities of the prospective students.

We continue to develop the *Quality Teaching* Pedagogical Model and the program of Collegial Coaching provides all teachers with the 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 as walk-throughs by the Admin team throughout the term. 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. We aim to grow the capability of all of our classroom staff across our school.

In 2015, we intend to build on the improved performances in the strands of the NAPLAN Literacy & Numeracy achieved in 2014. This will be achieved by further enhancing the processes of building skills and extending these across all curriculum areas, with practice testing shared across core curriculum areas, providing valuable feedback to teachers and students.

Late in 2014, work commenced on the establishment of the Academic Excellence Academy for introduction in 2016, after testing and visits by identified students from Yr 5 & 6 students during Semester 2 in 2015. This will be one of the key aspects of a school-wide *focus on High Performance*.

In the Senior School, continued focus on students engaging in the appropriate pathway with the suitable subjects for their ability and targeted vocation. Attainment of QCE and at least one vocational qualification is an expectation for every Yr 11/12 student before they graduate. Tracking of students towards their QCE or OP is undertaken and regular feedback is provided. In 2015, we intend to commence the mentoring of the high performing Yr 12 students, to support and direct their performance level to even higher levels to *MAXIMISE STUDENT ACHIEVEMENT*. 
Our school at a glance

School Profile

Coeducational or single sex:    Coeducational
Year levels offered in 2014:       Year 7 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>951</td>
<td>433</td>
<td>518</td>
<td>89%</td>
</tr>
<tr>
<td>2013</td>
<td>975</td>
<td>445</td>
<td>530</td>
<td>88%</td>
</tr>
<tr>
<td>2014</td>
<td>988</td>
<td>441</td>
<td>547</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Our student population shows a steady growth each year with recent years showing a substantial retention of students in Yr 11 and 12, due in part to the limited employment of apprenticeships and trainees in the current economic situation. Our student population has 11% Indigenous students, while there is a similar proportion of students from countries outside Australia, including Philippines, Sth 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, especially as we have Yr 6 and 7 moving across in 2015. 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, gym and specialist equipment.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td></td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>23</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>16</td>
</tr>
</tbody>
</table>
School Disciplinary Absences

SDAs are one strategy that are used in our school, being a final consequence after many other options have been undertaken. Our aim is to keep these to a minimum, however our school has high behavioural expectations that we support and encourage all students to attain.

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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, as students progress towards Yr 12 and through to career pathways. Students select subjects at the start of each year for Year 8, 9, 10 and 11. Students at the start of Yr 12 may change subjects to ensure they successfully achieve their Qld Certificate of Education.

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.

Complementing strong English and Social Science faculties, in Maths our students are offered Maths A, Maths B, Maths C and Voc. Maths, while in the Science area are offered Physics, Chemistry, Biology, Agricultural Science, Marine Studies, Science in Practice, Aquatics and Agricultural Skills.

The Arts, Physical Education, Business & Technology, Industrial Technology & Design and Home Economics faculties provide quality options at both Authority and Non-Authority levels. Students with Disabilities and/or Learning difficulties are supported by a team of staff coordinated by our Education Services team through the H.O.S.E.S.

For the past 8 years, our school offers students the opportunity to undertake Sporting Academy subjects in the fields of Rugby League (Yr 8-12) and Netball and Football (Yr 8-10). Students need to undertake interviews to be selected to these groups and are only retained if their performance in engagement, attitude and effort is consistently high. Plans are in train to introduce an Academic Excellence Academy in 2016.

Our school links with other Secondary schools to offer students options in the Engineering fields at the Mackay Engineering College, providing close links with businesses in the manufacturing, engineering and electrical trades.

Extra curricula activities

Mackay State High School is a vibrant educational hub for the south Mackay area and our school community, through the students and staff engage 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, Eisteddfod Music performances and competitions, Rock Pop Mime, Opti-minds, Debating, Constitutional Convention, 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 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 causes.

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.

In 2012, we introduced the 1:1 eLearning program for Yr 10, 11 & 12. Students were supplied with a laptop linked to wireless internet at all classrooms to use the technology for learning applications in Graphics, Business, Design aspects in ITD, Analysis of Data in Science, Geography and Maths with data loggers, while using the software for communication and other necessary applications for research and presentation of assignment work. In 2013/14 this was extended to Year 9 through to 12 with teachers and aides given further training to utilise these learning tools.

Our school purchased a Laser Unit in 2014, which digitally engraves images/ lettering onto a variety of surfaces, bringing the skills of students and staff into the 21st Century. Students use it to enhance the finish on their items in ITD, the Arts, while staff use it for banners, labels and engraving.

The school has dedicated computer laboratories in the school, supported by pods of laptops that are used primarily by the Yr 8 classes. In 2015 our school will transition into BYOX – Bring Your Own Device, as the provision of student laptops by Federal funding is phased out in all secondary schools. Our technology staff have spent several trips to trial schools to investigate the available options and information sessions were presented to parents and students in 2014.

In 2014, we introduced the booking of Parent interviews in April and July using a digital booking system and continued to enhance the use of the school Facebook site for communication. We also employ technology to communicate with parents, students and community with our Newsletter being distributed by email to families and also on our website.

Social Climate

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.
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. Investigations into an integrated student welfare program aligned to the school values and aims of Junior Secondary will be introduced in 2015, after trialling in Term 4 2014. The guidelines will be incorporated into Form Meetings weekly and will be a part of the Student Diary.

Our school staff, especially the School-Based Youth Health Nurse, Chaplain, Guidance Officer and other support agencies 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 each morning, 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 8 and 9, Class Buddies are appointed to act as student liaisons with Form Teachers. Buddies are drawn from Yr 11 & 12 volunteer students who undergo some training to support younger students as they settle into their commitments as a high performing secondary student. This program will extend to Yr 7 in 2015.

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.

### Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>76%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>93%</td>
<td>100%</td>
<td>91%</td>
</tr>
</tbody>
</table>
### Performance measure

**Percentage of parent/caregivers who agree** that:

<table>
<thead>
<tr>
<th>Performance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>94%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>76%</td>
<td>95%</td>
<td>84%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>82%</td>
<td>100%</td>
<td>89%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>82%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>88%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>76%</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>81%</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>88%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>71%</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>81%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>65%</td>
<td>100%</td>
<td>77%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>79%</td>
<td>94%</td>
<td>83%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>88%</td>
<td>75%</td>
<td>81%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of students who agree** that:

<table>
<thead>
<tr>
<th>Performance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>86%</td>
<td>94%</td>
<td>98%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>84%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>86%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>82%</td>
<td>87%</td>
<td>92%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>94%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>78%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>70%</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>78%</td>
<td>75%</td>
<td>84%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>69%</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>49%</td>
<td>71%</td>
<td>69%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>81%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>74%</td>
<td>73%</td>
<td>80%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>90%</td>
<td>88%</td>
<td>87%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of school staff who agree** that:

<table>
<thead>
<tr>
<th>Performance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>
Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>92%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>72%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>95%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>93%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>67%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>59%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>57%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>72%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>61%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>70%</td>
<td>77%</td>
<td></td>
</tr>
</tbody>
</table>

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

# 'Agree' represents the 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

Parents are very important 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 enrolling with Subject Information evenings, Junior Secondary Yr 8 evening and Senior Schooling Forum. These are held for each Year level, including the new Year 7s each year, and before students enroll, we hold interviews with each new student and their parent(s) to gain a fuller understanding of the interests, skills and learning needs for each child.

During the year there are numerous opportunities for parents to engage in activities with their students and staff, whether sport, debating, cultural days, school dances, 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 many new student 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. Each year the Cultural Day held during School NAIDOC celebrations brings 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.
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 are continuing to minimise the resource usage by our school. In 2012, a second group of electricity generating Solar panels were brought on board for contribution to our electricity cost, to support the other set of panels introduced in 2010. During Term 2 and 3, the majority of rooms, use ceiling fans only for ventilation, with Air Conditioner usage limited to rooms housing major computer rooms and related switch systems. Water usage is endeavoured to be managed with drip systems in gardens however watering of ovals must be done during the day, when required.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>627,021</td>
<td>4,870</td>
</tr>
<tr>
<td>2012-2013</td>
<td>698,196</td>
<td>4,492</td>
</tr>
<tr>
<td>2013-2014</td>
<td>665,401</td>
<td>2,794</td>
</tr>
</tbody>
</table>

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.

Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>79</td>
<td>48</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>74</td>
<td>31</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>72</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>5</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
</tr>
</tbody>
</table>

*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 2014 were $57,700.

The major professional development initiatives are as follows:

Australian Curriculum presentations were the heavy focus as well as Collegial Coaching, Quality Teaching and the Explicit Instruction processes as the key strategy for classroom pedagogy being introduced to all staff. Our Leadership Team also participated in a focussed executive leadership activity to prepare Individual Performance Plans.

These were complemented by a range of QSA subject based workshops, Junior Secondary planning, First Aid Certificate updates as well as special PD for Beginning Teachers. The annual revision on Code of Conduct for all staff and Asbestos processes were completed in the Student Free Days. 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. Cyber bullying and WH&S were also a focus with visiting presenters.

Our school staff had a substantial involvement in Junior Secondary in-service, where key staff attended workshops and then returned to pass on learning to the staff. Matt Rigby presented to the whole staff, based on the expectations for gaining the best from our students.

In 2014, Administrative office staff and Ancillary staff were also involved in professional development workshops.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 88% of staff was retained by the school for the entire 2014 school year. 2014 saw the retirement of several long-serving and quality teaching staff from our school. All of these staff valued the major contribution that Mackay State High had made in their teaching careers, while their major contributions to the students and colleagues were recognized and sincerely appreciated.

**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/](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](https://www.myschool.edu.au/search)

![Search by suburb, town or postcode](https://www.myschool.edu.au/search)

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 webpage.

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

2014 saw the continued improvement of our graduating students towards the goal of 100% gaining QCE, with only a small number not successful by the end of the school year. Some of these students have since completed their QCE with ongoing completion of modules.

A highlight of 2014 was the dramatic improvement of our Yr 9 students in the NAPLAN testing for Literacy & Numeracy. Improvements were achieved in all strands and in several were above the performance level of the State. This result is recognition of the targeted teaching and feedback to students and will be a launch to even further improvement, as these students move through the school, to Yr 12.

After the fall in attendance in 2013, it was pleasing to see the improvements in student attendance in 2014. This aspect of student performance is closely related to student achievement, and as such, included in our Improvement Agenda for 2015.

### Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>87%</td>
<td>84%</td>
<td>86%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>90%</td>
<td>88%</td>
<td>86%</td>
<td>84%</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>89%</td>
<td>85%</td>
<td>82%</td>
<td>81%</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>89%</td>
<td>87%</td>
<td>83%</td>
<td>87%</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data withheld to ensure confidentiality.*

### Student attendance distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt;85%</td>
<td>32</td>
<td>39</td>
<td>32</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>17</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td>24</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>95% to 100%</td>
<td>27</td>
<td>23</td>
<td>22</td>
</tr>
</tbody>
</table>

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.*
**Description of how non-attendance is managed by the school**

Attendance has been an identified priority for our school in our School Improvement Agenda this year, as it is aligned with the thrust to improve our student performance. Investigation commenced into preparation of our Attendance strategy for Sem 2 and this was reviewed to tighten processes for checking of non-attendance and reporting to parents for 2015. During 2015, an Attendance Officer will be employed to support Year Coordinators and Form Teachers in following up absences, recorded on ID Attend for each lesson. SMS messages to parents, when students are absent, will also be introduced.

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

**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.**

During 2014, our staff increased the focus on student performance on NAPLAN, through targeted feedback to students and class groups after sitting Literacy and Numeracy tests, each term. In addition our school engaged two consultants to work with class groups on a number of occasions early in the year, to fine tune their skills in Literacy, especially in writing and conventions.

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/](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**

![Search by school name]

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.
Achievement – Closing the Gap

Student Attendance figures have shown marked improvement across the school but especially in Closing the Gap improving from a “gap” of 9.9% in 2009 to 2.3% in 2012, growing in 2013, but improving to 5.2% in Sem 1 2014.

The CTG performance in NAPLAN for all Strands is better than that at State level, while an excellent result for Writing and keeping close to CQ Region levels in all areas. This is in the context that the overall school performance is much improved as well.

Our school continues to find strategies to support Indigenous students to improve their overall results as well as their NAPLAN Scores. CTG funds are targeted to support students in Yr 8 & 9 in-class to improve their achievement.

As well as the Curriculum based programs, there are also key extra-curricular programs including Mentoring programs with our larger Primary schools and Indigenous Work development programs linking Indigenous employers to students within our schools needing placements for work placements.

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohorts</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement</td>
<td>92</td>
<td>132</td>
<td>141</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement.</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>41</td>
<td>37</td>
<td>35</td>
</tr>
</tbody>
</table>
### Outcomes for Our Year 12 cohorts

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>14</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</td>
<td>84</td>
<td>124</td>
<td>138</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above.</td>
<td>68</td>
<td>118</td>
<td>136</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>74</td>
<td>109</td>
<td>124</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>49%</td>
<td>70%</td>
<td>71%</td>
</tr>
<tr>
<td>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.</td>
<td>95%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>78%</td>
<td>92%</td>
<td>88%</td>
</tr>
</tbody>
</table>

As at 19 February 2015. The above values exclude VISA students.

### Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Years</th>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2014</td>
<td>6</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

As at 19 February 2015. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Years</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>63</td>
<td>68</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>46</td>
<td>117</td>
<td>5</td>
</tr>
<tr>
<td>2014</td>
<td>60</td>
<td>136</td>
<td>3</td>
</tr>
</tbody>
</table>

As at 19 February 2015. The above values exclude VISA students.

Our VET qualifications for our 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 and TAFE, through our VET staff team are guiding this area very positively.

### 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 school leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

School leavers are monitored at school level through our Senior Schooling team, with VET officer and Youth Support Coordinator, often having been working closely with these students before they depart school. Students are also supported and tracked through staff employed through the CQ Office in Mackay (Youth Pathways), in conjunction with our school staff, to ensure continued support is provided.