



Mackay Northern Beaches State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	Post Office Box 430 Rural View 4740
Phone	(07) 4842 1333
Fax	(07) 4840 2516
Email	principal@macknorthbeachesshs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Sian Burrows – 4842 1333

School overview

Situated in Rural View, one of Mackay's thriving northern suburbs and approximately 10kms from the Mackay city centre, Mackay Northern Beaches SHS features first class learning facilities and state of the art technology across the campus. Mackay Northern Beaches SHS opened its doors in January 2013 as one of 20 secondary sites in Queensland to introduce Year 7's to high school under the Junior Secondary Flying Start initiative. In 2014 we continued our provision of quality, world class education for students with our second cohort of Year 7 and a total population of approximately 400 students across Years 7-9. Our school will continue to grow each year to a capacity of approximately 1100, across Years 7 to 12 in 2021. Our students study the Australian Curriculum which focuses on a greater depth of knowledge, as students progress through high school. We have an unrelenting focus on quality outcomes for students. They are taught by supportive and highly-skilled specialist teachers in modern facilities, optimising their participation and potential outcomes both academically and socially for their lives beyond school. At Mackay Northern Beaches SHS we have a clear and un-relenting focus on striving for personal excellence in academic, sporting and cultural pursuits. Valuing our partnership with the parents as a vital means of building the students' connection and success at our school. Building a strong and supportive school culture with our school RESPECT values as foundation is vital. Student relationships are enhanced by the implementation of the Restorative Practices approach to behaviour management. A strong student wellbeing program provides social and emotional support to all students to ensure that we educate the whole child. A very strong relationship with our two main primary feeder schools makes for a smooth transition process into Year 7. All students have access to free tutoring via Homework Club and lunchtime tutoring sessions by qualified staff. We offer an extensive range of extra-curricular programs including music (instrumental lessons, bands, choirs), sport (both interhouse competitions and access to Mackay District sporting opportunities), Drama Club, Café Club, debating, subject competitions, to name a few.

School progress towards its goals in 2018

1. Quality Learning

IN CLASS QUALITY LEARNING – Term 1 (red) Sem 1 (purple) Term 3 (blue) Sem 2 (maroon)				
	Term 1	Semester 1	Term 3	Semester 2
% obtaining C or greater in all subjects across school	92% (83.7%)	85.7%	85.5%	86.6%
% A/B for effort across the school	95% (75.3%)	70%	72.3%	68.9%
% A/B for behaviour across the school	85% (81.7%)	77.4%	79.5%	75.6%
% failing more than one subject across the school	Less than 15%			13.3%
% obtaining C or greater in English (Yr7 – 10)	88% (86.5%)	90.2%	77.2%	86.35%
% obtaining C or greater in Maths (Yr 7 – 10)	86% (38%)	54.6%	61.7%	64.7%
% obtaining C or greater in Science (Yr 7 – 10)	86% (79%)	82.8%	77.75%	81.77%

2. Writing Improvement

LITERACY AND NUMERACY (2 nd number the national score rounded off)								
NAPLAN	Year 7 Target QLD 2018		Year 9 Target QLD 2018		Year 7 Achieved		Year 9 Achieved	
	%NMS	U2B	%NMS	U2B	%NMS	U2B	%NMS	U2B
Reading	94%	26.7%	93.4%	20.7%	93.7%	16.3%	88%	15.3%
Writing	86.9%	13.5%	79.5%	11.7%	84.3%	4.7%	64.2%	4.2%
Spelling	92.7%	30.5%	90.3%	23.8%	96.3%	29.3%	84.2%	11.1%

3. SATE Implementation

SENIOR (overall attainment seniors 99% / 90%)			
% Yr 10 – Yr 12 students completing VET cert 11	98% (65% / 30%)		
% of students in education, training or employment 6 months post year 12	>80%	83.1%	85.5%
Yr 12 students on track for QCE/QCIA	100% (90% / 80%)	98%	100%
Yr 12 OP – between 1 & 15	95%	63.16%	66%

4. Closing the Gap

Indigenous Attendance (IA)	Overall 89.5%	(86.5%) 83.5%	(81.5%) 81.1%	(84%) 82.3%
Daily attendance less than 85% (IA)	Less than 20%	(22.2%) 40.2%	(46.7%) 50%	(34.4%) 45.1%

Outlook

The four AIP Priority Areas for 2018 will be the emphasis for 2019 as traction is best gained through longer-term focus on an agenda

1. Quality Learning Culture

Area	Target
% obtaining C or greater in all subjects across school	92%
% A/B for effort across the school	85%
% A/B for behaviour across school	85%
% obtaining C or greater in English (Yr 7-10)	88%
% obtaining C or greater in English (Yr 7-10) (I)	82%
% obtaining C or greater in Maths (Yr 7-10)	80%
% obtaining C or greater in Maths (Yr 7-10) (I)	50%
% obtaining C or greater in Science (Yr 7-10)	85%
% obtaining C or greater in Science (Yr 7-10) (I)	78%
% obtaining C or greater in all subjects across school	86%

2. Writing Improvement

Area	Target	Term 1
Literacy Continuum Mapped (Year 7)	60% / 100%	
NAPLAN	Yr7 Target QLD 2019	Yr 9 Target 2019
	%NMS	%NMS
Reading	95%	90%
Writing	92%	86%
Numeracy	96%	96%

3. New QCE

Area	Target
Staff teaching New QCE subjects have completed Module 1 & 2 QCAA – assessment literacy	100%
Staff teaching New QCE subjects have completed Module 3 QCAA – assessment literacy	75%
% of students in education, training or employment 6 months post year 12	>85%
Year 12 OP – 1 to 15	70%
% Yr 12 students on track for QCE / QCIA	100%
Cognitive Verbs mapped and appear in all unit templates	60% / 100%
Year 12 Indigenous students engaged in traineeships, apprenticeships, university course, fulltime employment of the YEP program	100%

4. Closing the Gap

% obtaining C or greater in English (Yr 7 – 10) (I)	82%
% obtaining C or greater in Maths (Yr 7 – 10) (I)	50%
% obtaining C or greater in Science (Yr 7 – 10) (I)	78%
Indigenous Attendance (IA)	89%
% daily attendance less than 85% (IA)	<20%

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	705	867	930
Girls	357	431	469
Boys	348	436	461
Indigenous	69	103	111
Enrolment continuity (Feb – Nov)	91%	91%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Mackay Northern Beaches SHS draws exclusively from the area of Mackay's Northern Beaches suburbs. The school has an ICSEA of 965, putting our socio-educational advantage slightly below average. Further details and result are available on the MySchool website. Mackay Northern Beaches has an 11% indigenous population and 6% of the students with a recognised disability.

Mackay Northern Beaches SHS maintains a strong intake from our main feeder schools, being Eimeo Road SS and Bucasia SS. The school maintains a steady flow of interest in enrolment from beyond the catchment area. The school maintains a stable and tight enrolment expectation in accordance with the enrolment management plan, which precludes attracting any enrolments from outside our catchment area, except for entry into our scholarship programmes. The school leadership team and staff promote and maintain an environment that is reflective of its high expectations of personal academic and social success for all individual students. We promote the belief that all students can achieve and that all students can learn successfully – Year 7 – 9 “Our Aim = Your Potential” and Year 10 – 12 “Our Aim = Your Future”

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	22
Year 11 – Year 12	17	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4), the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

- ✓ State of the art (newly-built) facilities allowing for 21st century subject delivery
- ✓ Academic reporting, reflecting students' progress (Academic, effort and behaviour), is undertaken four times a year
- ✓ Extension Maths and English classes in Year 9 and 10
- ✓ Literacy Master classes for those students below NMS
- ✓ Numeracy Master classes for those students below NMS
- ✓ Full range of "taster" electives undertaken by Year 7 students
- ✓ Electives chosen by students from Year 8, Year 9 and Year 10

Co-curricular Activities

- ✓ Extensive timetabled extra-curricular activity roster based around a strong House System
- ✓ Futsal, Chess, Art Club, Café Club, Z Club, Choir
- ✓ Optiminds
- ✓ Reader's Cup Teams, Whitsunday Voices, Debating Teams
- ✓ Multiple sporting teams in interschool competitions
- ✓ Instrumental Music Program.
- ✓ ICAS Academic competitions
- ✓ Lunchtime and after school homework/tutorial groups

How Information and Communication Technologies are used to Assist Learning

- ✓ Technology is used widely throughout the school. Students are actively using a range of advanced ICT devices as an integral part of their learning at the school.
- ✓ Teachers engage in regular ICT PD workshops to remain current with ICT best practice
- ✓ The roll out of BYOX has been a focus and will continue to replace the purchasing of laptops by the school
- ✓ The school provides approximately 150 laptops and computers for student use during class time
- ✓ Students are being skilled to engage in ICT rich curriculum activities which will complement our focus on developing literacy and numeracy competencies as well as higher order thinking skills of students.
- ✓ Students across the school are exposed to and use of interactive whiteboards in their learning experiences, in every classroom.
- ✓ Students are beginning to use the OneNote platform for their class tuition
- ✓ Students are provided with 24/7 access to electronic textbooks in their core subjects.
- ✓ Students are encouraged to communicate with staff, including the sending and receiving of assignment drafts and submissions via email wherever possible.
- ✓ Students can access laptop computers, a 42-inch touchscreen board, a media room (complete with a 'green' wall), plus various audio visual devices.
- ✓ Students can access laptop computers, a 42-inch touchscreen board, a media room (complete with a 'green' wall), plus various audio visual devices.

Social climate

Overview

Students at Mackay Northern Beaches SHS are supported by a range of support and wellbeing staff and a targeted pastoral care program that focuses on their social, emotional and physical well-being. A range of different Student Services Staff including the school Guidance Officer, School Based Youth Health Nurse, Indigenous Health Worker and School Chaplain work collaboratively to support students

Students also develop a strong pastoral care relationship with their Care Teacher, as this teacher was also their teacher for two of the four core curriculum areas.

Students engaged in 130 minutes of the well-being program per week, which targeted a range of different focus areas including stress and time management, goal setting, career and subject planning, bullying, peer relationships, self-esteem issues and much more.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	95%	79%
• this is a good school (S2035)	91%	98%	78%
• their child likes being at this school* (S2001)	97%	98%	88%
• their child feels safe at this school* (S2002)	91%	98%	84%
• their child's learning needs are being met at this school* (S2003)	88%	93%	73%
• their child is making good progress at this school* (S2004)	88%	92%	79%
• teachers at this school expect their child to do his or her best* (S2005)	97%	92%	89%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	87%	80%
• teachers at this school motivate their child to learn* (S2007)	85%	88%	73%
• teachers at this school treat students fairly* (S2008)	78%	90%	69%
• they can talk to their child's teachers about their concerns* (S2009)	94%	95%	89%
• this school works with them to support their child's learning* (S2010)	88%	98%	81%
• this school takes parents' opinions seriously* (S2011)	83%	95%	75%
• student behaviour is well managed at this school* (S2012)	79%	79%	62%
• this school looks for ways to improve* (S2013)	88%	98%	77%
• this school is well maintained* (S2014)	100%	98%	89%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	89%	89%	92%
• they like being at their school* (S2036)	84%	82%	78%
• they feel safe at their school* (S2037)	90%	92%	87%
• their teachers motivate them to learn* (S2038)	88%	89%	83%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	96%	93%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	89%	85%
• teachers treat students fairly at their school* (S2041)	78%	74%	72%
• they can talk to their teachers about their concerns* (S2042)	74%	76%	72%
• their school takes students' opinions seriously* (S2043)	83%	86%	74%
• student behaviour is well managed at their school* (S2044)	74%	77%	72%
• their school looks for ways to improve* (S2045)	90%	90%	89%
• their school is well maintained* (S2046)	93%	91%	89%
• their school gives them opportunities to do interesting things* (S2047)	86%	88%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	96%
• they receive useful feedback about their work at their school (S2071)	91%	95%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	84%	90%
• students are encouraged to do their best at their school (S2072)	98%	99%	97%
• students are treated fairly at their school (S2073)	97%	96%	92%
• student behaviour is well managed at their school (S2074)	83%	83%	68%
• staff are well supported at their school (S2075)	94%	95%	77%
• their school takes staff opinions seriously (S2076)	94%	95%	83%
• their school looks for ways to improve (S2077)	97%	100%	96%
• their school is well maintained (S2078)	97%	99%	96%
• their school gives them opportunities to do interesting things (S2079)	94%	95%	91%

* 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

Numerous methods have been used to involve parents in their child's education at the school. Many public information sessions are held during the year. Parent involvement and the development of positive relationships/partnerships are continually encouraged through the following strategies:

- ✓ Individual enrolment interviews for every student enrolling in the school
- ✓ Parent/Teacher interview evenings scheduled once a semester.
- ✓ Monthly P & C Meetings

- ✓ Production of the Mini Mag at the end of each term highlighting school curricular and extra-curricular activities for each term
- ✓ Proactive focus on the use of Facebook for regular information dissemination
- ✓ Use of QSchools and the school's website to also provide information to the school community
- ✓ Subject selection and information evenings
- ✓ Invitations to assemblies and school events e.g. Star Performers Parades, Investiture Ceremony, Night of Stars
- ✓ Interviews in relation to individual student needs e.g. academic, behaviour, social development
- ✓ Development of Individual Curriculum Plans for students with learning needs
- ✓ Encouraging two way communication through school diary, virtual classrooms, phone and email contact

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The research evidence on the effects of student wellbeing and its pathways indicates that students with high levels of wellbeing and/or access to many of its pathways are more likely to have higher academic achievement and complete Year 12 and better mental health (i.e. they have lower and/or less severe rates of illnesses such as depression and anxiety); and a more pro-social, responsible and lawful lifestyle (i.e. they display concern for the wellbeing of others, make responsible decisions about the consequences of their actions on themselves and others [including using drugs and alcohol in a responsible way], and do not violate the laws and norms of their society).

Mackay Northern Beaches State High School recognises the link between academic success and student wellbeing. Therefore, it is important to provide a safe, inclusive and caring learning environment for all students. Our school aims to create a supportive environment and explicitly teach students the necessary educational and life skills to "become effective worldly citizens both for and in the future". Effective student wellbeing is achieved through the promotion of a positive school environment that supports the many areas of development for every student:

- ✓ physical
- ✓ social
- ✓ intellectual
- ✓ emotional

Mackay Northern Beaches State High School's Wellbeing Program includes many elements, including:

1. Student Services
2. Bullying
3. Phone/device usage (cyber-bullying)
4. Smart Choices
5. Inclusive Education
6. Attendance
7. Star Level
8. Goal setting
9. Career Education.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	184	156	264
Long suspensions – 11 to 20 days	8	6	8
Exclusions	2	0	9
Cancellations of enrolment	0	1	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing the school's environmental footprint

The school increased electricity expenditure in 2018 as Stage 2 new buildings came on line for use. Water consumption reduced as the management of the air-conditioning units improved.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	634,294	1,178,344	
Water (kL)	6,935	6,123	3,201

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Workforce composition

Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the '**less than 5**' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	77	42	6
Full-time equivalents	74	30	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	8
Graduate Diploma etc.*	26
Bachelor degree	47
Diploma	2
Certificate	0

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

There were 77 teaching staff employed in 2018

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 58,975.31

The major professional development initiatives are as follows:

- Faculty specific teaching and learning enhancement PD
- SATE introduction PD
- Beginning teacher PD
- Faculty professional association PDs

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	88%	86%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

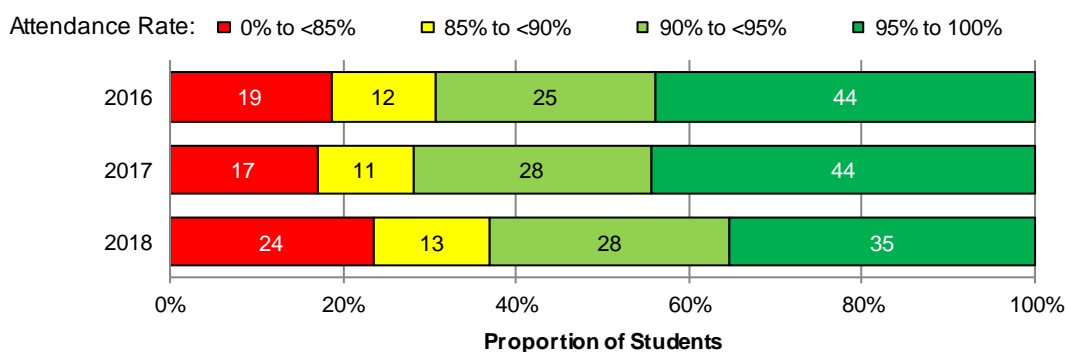
Year level	2016	2017	2018
Year 7	94%	93%	92%
Year 8	91%	93%	90%
Year 9	90%	90%	90%
Year 10	89%	89%	86%
Year 11	90%	91%	89%
Year 12		91%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

- ✓ Rolls are marked during a Care lesson at the start of the day, then every lesson (4) during the day. Groups of students leaving the school for extra-curricular activities or class activities have their roll marked and crosschecked with the Attendance Officer.
- ✓ Parents are sent a text each morning by 10am if their child has not been accounted for.
- ✓ Care teachers and Year Level Coordinators maintain contact with homes when students develop attendance patterns of concern.
- ✓ A letter is sent home each term with outstanding unexplained absence needing explanation

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement		86	131
Number of students awarded a QCIA		1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12		85	131
Percentage of Indigenous students awarded a QCE at the end of Year 12		100%	100%
Number of students who received an OP		39	56
Percentage of Indigenous students who received an OP		0%	31%
Number of students awarded one or more VET qualifications (including SAT)		86	131
Number of students awarded a VET Certificate II or above		86	131
Number of students who were completing/continuing a SAT		1	12
Number of students awarded an IBD		0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD		72%	66%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification		100%	100%
Percentage of QTAC applicants who received a tertiary offer.		95%	97%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5		4	7
6-10		7	12
11-15		17	18
16-20		11	18
21-25		0	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I		45	75
Certificate II		86	131
Certificate III or above		10	17

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Cert I Business

Cert I Information, Digital Media and Technology

Cert II Business

Cert II Tourism

Cert II Hospitality

Cert II Information, Digital Media and Technology

Cert I Engineering

Cert I Construction

Cert II Skills for Work and Vocational Placement

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		70%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		58%	93%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Transitions Officers or Guidance Officer liaises with early school leavers and their

parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, like TAFE, YIRS, Distance Ed

Next Step – Post-school destinations

Schools using the department's *Websites for Schools* platform will have their *Next Step – Post-School Destinations* Report uploaded to their website for them.

Nest Step Survey – Main Destinations

Summary Statistics for Year 12 Completers					
Year (Cohort)	2014 (2013)	2015 (2014)	2016 (2015)	2017 (2018)	2018 (2017)
Total Students					90
Total Respondents					17
Response Rate					78.9%
Bachelor Degree					25.4%
VET Cert IV +					4.2%
VET Cert III					0.0%
VET Cert I-II / other					0.0%
Apprenticeship					12.7%
Traineeship					7%
Post Education Training					49.3%
Full-time employment					9.9%
Part-time employment					23.9%
Seeking work					15.5%
Not in the labour force, education or training					1.4%

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

This school's report will be available at

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