Mackay Northern Beaches State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Mackay Northern Beaches State High School opened in January 2013. Situated in Rural View, one of Mackay's northern suburbs and approximately 10kms from the Mackay city centre, Mackay Northern Beaches features first class learning facilities and state of the art technology across the campus. It commenced the provision of quality, world class education for students in Year 7 and 8 with a population of approximately 300 students in 2013. Our school has grown each year, and has now reached completion in 2017 with students in years 7 to 12. 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 consistent focus on:

➢ Striving for personal excellence in academic, sporting and cultural pursuits.
➢ Valuing partnerships with the parents, industry and community; as vital means of building students' connection and success at our school.
➢ Building a strong and supportive school culture with our school RESPECT values as foundation.
➢ Student relationships enhanced by the implementation of the restorative practices approach.
➢ A strong student wellbeing program providing 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 making for a smooth transition process.

This report covers a wide range of key elements reflecting the status of educational services provided to our learning community in 2016. It is shared on our website and also through our P&C Association meetings.

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Introduction

School Progress towards its goals in 2016

2016 GOALS and OUTCOMES	
1. Reading 	→ Engaged external specialist for professional development of all staff. → Created a whole school literacy plan. → Delivered of reading workshops for parents and the wider community. → Utilised of NAPLAN reading tasks, recording of results in CQ3S to identify areas of strength and weaknesses for individual students (7 week cycles across all KLA's)
2. Quality Teaching	→ Conducted collegial feedback rounds once per term – teachers observing and receiving feedback from other teachers. → Used instructional model Explicit Instruction – with focus on quality warm-ups and adequate time on 'you do'. → Delivered professional development with a focus on teaching strategies differentiation and utilization of data to develop teaching strategies. → Lesson observation by leadership teams (HoDs & Administration) with written / quality feedback provided.
3. Wellbeing	→ Wellbeing team held weekly meetings to monitor and address attendance. → Established of Social Committee to pursue the objective of staff wellbeing → Campaign to include parents in school decision making. → Development of behaviour management levels to enable consistent, equitable and efficient responses to student management issues. → Creation of and empowered, skilled and motivated student council.

Reading table:

NAPLAN	Year 7 Achieved		Year 9 Achieved	
Reading	%NMS	U2B	%NMS	U2B
	94.9	22.6	94	15.7

Quality Teaching table:

SCHOOL OPINION SURVEY		
Parent – S2024 This school asks for my input	Greater than 90% (was 64.9%)	82.4%
Student – S2044 Student behaviour is well managed at my school	Greater than 85% (was 58.6%)	73.9%
Staff – S2084 I feel that staff morale is positive at this school	Greater than 90%	92.4%

Wellbeing table:

Overall Attendance	90.2%
% daily attendance less than 85%	23.4%
% daily attendance above 95%	36.9%
Indigenous Attendance	85.9%

Future Outlook

In 2017 Mackay Northern Beaches State High School has three key priorities; with associated goals and actions.

PRIORITY	STRATEGIES
READING	→ Engagement of Pat Hipwell in targeted reading professional development → Creation, use and sharing with community of literacy plan. → Delivery of reading workshops to parents and wider community. → Adoption of whole school Reading approach – instructional reading
QUALITY TEACHING	→ Collegial coaching rounds – once per term, with written feedback. → Lesson observations by leadership team, with written feedback provided. → Focus on 360 feedback – students, teacher & parents. → Use of 'Expectations of Teachers' as developed by teachers. → Refinement of pedagogical framework – dimensions of teaching and learning.
SENIOR SCHOOLING	→ QCAA professional development for staff in new National Curriculum (SATE). → Completion of first Year 12 cohort.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 11

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	390	197	193	33	92%
2015*	526	267	259	45	88%
2016	705	357	348	69	91%

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

Mackay Northern Beaches SHS draws exclusively from the area of Mackay's Northern Beaches suburbs. The school has an ICSEA of 974. Putting our socio-educational advantage slightly below average. Further details and result are available on the MySchool website. Mackay Northern Beaches has a 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 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 – 11 *"Our Aim = Your Future"*

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	22	23	22
Year 11 – Year 12			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
- 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 Scribblers Club, Writers Club, Café Club, Z Club, Choir
- Optiminds
- Reader's Cup Teams, Whitsunday Voices
- 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 school provides approximately 300 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 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.

Social Climate

Overview

Students at Mackay Northern Beaches SHS are supported by a range of support 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 engage in 130minutes of the iRespect 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.

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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)	85%	97%	97%
this is a good school (S2035)	91%	95%	91%
their child likes being at this school* (S2001)	91%	92%	97%
their child feels safe at this school* (S2002)	91%	100%	91%
their child's learning needs are being met at this school* (S2003)	85%	82%	88%
their child is making good progress at this school* (S2004)	85%	95%	88%
teachers at this school expect their child to do his or her best* (S2005)	91%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	84%	91%
teachers at this school motivate their child to learn* (S2007)	74%	87%	85%
teachers at this school treat students fairly* (S2008)	66%	82%	78%
they can talk to their child's teachers about their concerns* (S2009)	82%	86%	94%
this school works with them to support their child's learning* (S2010)	73%	86%	88%
this school takes parents' opinions seriously* (S2011)	79%	79%	83%
student behaviour is well managed at this school* (S2012)	74%	79%	79%
this school looks for ways to improve* (S2013)	91%	94%	88%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	88%	87%	89%
they like being at their school* (S2036)	83%	81%	84%
they feel safe at their school* (S2037)	91%	85%	90%
their teachers motivate them to learn* (S2038)	84%	84%	88%
their teachers expect them to do their best* (S2039)	98%	95%	96%
their teachers provide them with useful feedback about their school work* (S2040)	89%	85%	90%
teachers treat students fairly at their school* (S2041)	77%	74%	78%
they can talk to their teachers about their concerns* (S2042)	73%	70%	74%
their school takes students' opinions seriously* (S2043)	86%	79%	83%
student behaviour is well managed at their school* (S2044)	76%	59%	74%
their school looks for ways to improve* (S2045)	95%	86%	90%
their school is well maintained* (S2046)	91%	85%	93%
their school gives them opportunities to do interesting things* (S2047)	95%	82%	86%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	93%	97%
they feel that their school is a safe place in which to work (S2070)	98%	100%	97%
they receive useful feedback about their work at their school (S2071)	88%	83%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	95%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	96%	93%	97%
student behaviour is well managed at their school (S2074)	92%	81%	83%
staff are well supported at their school (S2075)	86%	85%	94%
their school takes staff opinions seriously (S2076)	89%	86%	94%
their school looks for ways to improve (S2077)	96%	93%	97%
their school is well maintained (S2078)	100%	98%	97%
their school gives them opportunities to do interesting things (S2079)	94%	90%	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.

Parent and community engagement

Numerous methods have been used to involve parents in their child's education at the school. Many public information session 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 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;
- 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).

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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

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	73	154	184
Long Suspensions – 6 to 20 days	2	5	8
Exclusions	1	3	2
Cancellations of Enrolment	0	0	0

* 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 school reduced electricity expenditure in 2016 as we were not in a building expansion period. Water consumption reduced as the management of the air-conditioning units improved.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	0	17,767
2014-2015	848,258	8,291
2015-2016	634,294	6,935

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.

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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

School name	**GO**

Suburb, town or postcode

Sector:

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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	56	32	<5
Full-time Equivalents	54	24	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	1
Masters	6
Graduate Diploma etc.**	0
Bachelor degree	49
Diploma	3
Certificate	15

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**

*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 $33,710.98

The major professional development initiatives are as follows:

- Reading, with literacy coach Pat Hipwell
- Trainer and Assessor Certification
- Extensive Explicit Instruction
- Essential Skills - behaviour management
- Leadership Enhancement PD days
- Observational Rounds
- Collegial Oberservations
- ASDAN training
- 1st Aid Training
- Curriculum Development
- Sport Development

The school continues to develop a model of internally developed PD opportunities where possible. That is, a strong "train the trainer" model where those attending external PD have a focus also, on how they then can effectively disseminate the information and skills gained, to the rest of the staff.

Staff Professional Development Plans (PDP) have a focus on staff development needs and PD undertaken is also reflective of these documents.

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

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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%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes
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).	92%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	88%

*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.

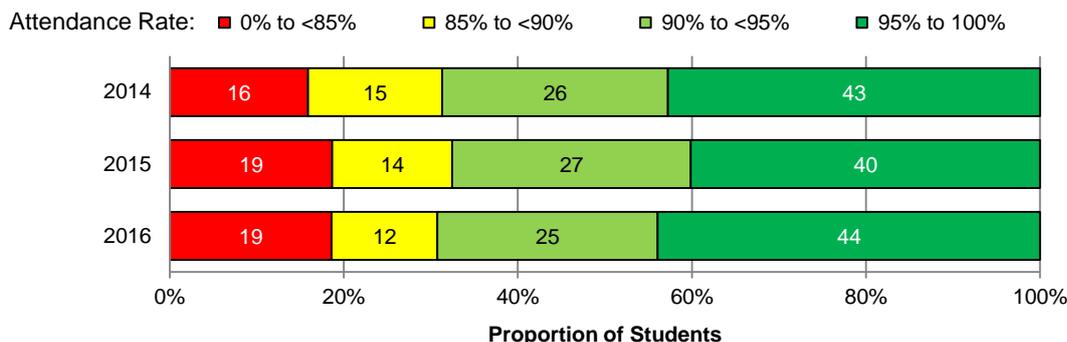The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

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								93%	92%	90%			
2015								92%	92%	90%	90%		
2016								94%	91%	90%	89%	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:

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Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	16	15	26	43
2015	19	14	27	40
2016	19	12	25	44

Proportion of Students

Description of how non-attendance is managed by the school

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.

Class rolls are marked at the start of every lesson using the OneSchool computer roll marking system. Parents are notified by text message if a student is recorded as absent at the beginning of the day (if not previously notified).

To maximise attendance rates, when absenteeism occurs, teachers in the first instance, work with students to provide a note. Then, if needed, contact parents/carers to advise about nonattendance and elicit a reason for absence. More frequent absence is followed up by the year level coordinators and school leadership team.

Late unexplained absences are also monitored, by class (Care) teachers, Year Cos and the school Admin team through weekly reports and follow up action is managed by each layer of the year level teams.
Other processes that may be applied include referral to Student Support Team, school Guidance Officer and relevant external agencies

NAPLAN

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.**

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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

Mackay Northern Beaches has its first Year 12 cohort in 2017.   The 2017 school report will contain our first Year 12 data set.

Mackay Northern Beaches offered the following VET qualifications in 2016:

Certificate I Construction Certificate I Engineering Certificate I IDMT Certificate I Financial Literacy	Certificate II Hospitality Certificate II Information, Digital Media & Technology Certificate II Tourism Certificate II in Creative Industries Certificate II Skills for Work & Vocational Pathways Certificate II in Engineering Pathways Certificate II in Self Awareness	Certificate III Early Childhood Education & Care

Conclusion

2016 was another year of growth for our school.   We explored a wide range of activities for our students; establishing networks and partnerships within and beyond our community.   Mackay Northern Beaches State High School is a vibrant and dynamic school community – with a relentless commitment to our school values:

- ➢ Excelling in Education
- ➢ Equipping for Life
- ➢ Empowering to Lead

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