

Mackay North State School (0746)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Welcome to Mackay North State School.

Our school has a great reputation as a friendly school that has maintained its traditional old school charm. We are proud of our happy, well-behaved students; our strong, supportive parent community; our dedicated, highly skilled staff and our old school atmosphere.

While we have maintained our traditional charms we have been steadily improving our school facilities and can provide our students with modern learning aids. We aim for the highest possible standards in Literacy and Numeracy. We aim to be a school that gets these basics right. We have strong links with the community. We have a very strong sense of social justice, which is evidenced by the whole school relationship with our Special Education Unit Services.

If you have the opportunity this year to support the P&C, please do so either by attending meetings or by supporting their fundraising ventures. We are always ready to listen to your concerns and suggestions, so if you need to discuss an issue, please don't hesitate to contact us. The purpose of this report is to give the reader an overall view of the 2012 school year at Mackay North State School. This report has snapshots around all facets of school life, including; student, parent and teacher satisfaction with the school, student academic and extra-curricular achievement and involvement, and future directions for the school. By reading this report you will gain a very complete picture of Mackay North State School.

Copies of this report can be accessed in a number of different ways. These include; direct link to this report from our school website (www.macknortss.eq.edu.au), hard copy format available at the school office or by request have the report emailed directly to you.

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School progress towards its goals in 2012

Curriculum

Over the course of 2012 our school goal was the improvement of all students' Reading Comprehension ability. This goal was progressed to a large extent through a rigorous and consistent teaching and learning approach to reading comprehension. 100% of students either improved or maintained their reading comprehension ability as per internal monitoring assessments. During the course of 2012 our school staff continued to build upon the successes of the previous year.

During 2012 we continued with a program to improve student's orthography skills (spelling). Our approach involved attaining baseline data on all students using a spelling inventory. This identified individuals' strengths and weaknesses. Staff then differentiated the learning approach for students in order to maximize their achievement. There was progress made by most students, however we are looking forward to seeing substantial gains in upcoming years.

Community and Facilities

A highlight of 2012 was the biannual school concert held in November. This event was a great success and was completely sold out.

The 2012 school year began with an extended wet season, which hindered our progress towards recovery from the devastating fire, which occurred in B Block in December 2010. Due to the extended wet season demolition and recovery was slowly achieved and we are looking forward to the completion of construction of replacement facilities during 2013 school year.

A further highlight of 2012 was the first year of operation of the Mackay North C and K Kindergarten within the school grounds. This facility has allowed our school to foster strong links with families who have pre-prep aged children thus ensuring a strong early years learning philosophy for children in our community.

Future outlook

Curriculum, a positive learning environment and individual achievement will continue as the major focus on the school agenda for the future. We will continue to work with staff towards improving our student outcomes in literacy and numeracy in all years of schooling. We are focusing on an explicit improvement agenda of improving our student's reading and spelling results through the development and implementation of a whole school reading comprehension program and a school spelling program. During 2012 we engaged on a journey of improving our whole staff's use of Explicit Instruction as a tool to improve the learning outcomes for all students.

We are also refining our use of student data, which includes targets, standards and proficiency rates for students as an effective internal monitoring system to create baseline literacy and numeracy data to share and discuss with staff.

Our school wide behaviour support initiative will actively continue to bring together a school community that has consistent expectations of behaviours and values in our school. This will continue to be enhanced by our "What You Want to Be" program which outlines clear values expectations for all students. Monitoring and addressing student attendance rates are also a focus for the future as we advocate the message that "coming to school every day counts" to our school community.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	363	182	181	91%
2011	371	186	185	91%
2012	343	171	172	88%

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

Characteristics of the student body:

The whole school percentage of males is 50% and 50% females. These percentages remain reasonably constant. Student continuity was not as high as we would wish, however, destination records show us that the majority of students who departed our school was due to families moving away from Mackay city to other towns and cities. This movement away from Mackay is mostly related to employment and cost of living. Our school has 15% of Aboriginal and Torres Strait Island students. We also have approximately 8% of our students who are attached to our Special Education Unit. All of the Special Education students are part of mainstream classroom groups.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	20
Year 4 – Year 7	25	25	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	22	12	16
Long Suspensions - 6 to 20 days	<5	<5	<5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- All 8 KLAs are offered in Years 1 to 7 (LOTE yrs. 4 – 7 only)
- Ready Set Go program – offered to “pre-prep” aged students to introduce children and parents to the requirements of PREP.
- PREP year level will begin working on distinctive Maths and English Curriculum from the beginning of Term 1
- LOTE – Japanese language is taught to all years 4 and 7 students.
- Special Education Unit – catering for students with Intellectually Impairments, Autism, Speech Language Impairment and Visual Impairments.
- Instrumental music program – brass, string and percussion with performances.
- A junior and senior choir also rehearses and performs. Instrumental and Choral Concerts to celebrate our students achievements and talents occur twice per year.
- What you want to be program – a distinctive approach to learning and behaviour. A school specific values program. The strategies are used for all students.
- Performing Arts program – weekly Dance lessons were provided in term 3 in the year by professional dance company.

Extra curricula activities

- Creative Extension programs such as; Optiminds, Wakakirri, Strings program, Brass/Woodwind program, Recorder Marching Band and choral singing are offered to students from all year levels.
- Each term the school offers extra-curricula activities linked to the curriculum; events such as Spelling Bee and North Idol.
- Students have all sporting opportunities available to them up to State Representation. We also offer a school Rugby League team for students in Yrs. 6 and 7.
- Each year our student council looks to participate in one major fundraising event that supports the wider community. During 2012 our student council ran a “Shave for a cure” project to support finding a cure for childhood Leukaemia. In 2013 they are planning to support the RFDS.
- Club Basketball and Hockey are available to students in after school programs

How Information and Communication Technologies are used to assist learning

Strong ICT focuses with the provision of a minimum of 4 PCs in every classroom, a mini lab of 10 PCs in the library and a computer lab of 29 machines. During 2012 all year levels access online and networked ICT software to enhance and engage their learning. These included programs like Reading Eggs and Mathletics. Also specific year levels accessed more specialized software such as Moviemaker and Audacity.

All teachers have a personal laptop that is used for curriculum development and communication and all classrooms have an Interactive Whiteboard for teaching. All Staff have attended a number of ICT professional development sessions and continue to improve their skills. This has included staff becoming familiar with ICT software related to IWBs and online resources.

During 2012 12 additional iPads were purchased to go with the 6 already being used in the classroom. A further 10 iPads were provided to the SEU for student use. During 2012 the school upgraded our wireless capability, thus improving connectivity across the school. It is planned that in 2013 the school will apply for an upgrade of our broadband capacity in order to further improve access.

During 2012 selected Year 5 students participated in a program call “Project 600”. This program was an online virtual classroom based on Reading Comprehension. This program ran successfully during Term 1. Our learning support teaching and teacher librarian coordinated this program. During 2013 it is planned that our school again participate in this program.

Social climate

During 2012, our school maintained its focus on excellent behaviour expectations of all members of the school community. This continued strong focus has meant the student behaviour has improved in all sectors of our school, according to our school opinion survey data. The backbone of the program is clearly stated expectations and an unwavering commitment to appropriate behaviour being demonstrated by all. Our school communication books and School-Community Behaviour Accord together is the cornerstone of this success. During 2012, we introduced our "What You Want to Be" program, a school developed values program. This program was well received by the whole school and it will continue in 2013.

Student ratings for "fair treatment" and general happiness with this school rated above state and like school means. This was very rewarding for the staff.

As a whole school community we take bullying, in any of its forms, as a serious behaviour. Our School-Community Behaviour Accord highlights bullying as the number 1 on the list of behaviours our school will not tolerate. To assist students in understanding of bullying all students are involved in the ABC of Emotions program which equips students with a greater understanding of managing their emotions and how personal actions affect those around you. Students who participate in bullying behaviour (directly or indirectly) have to make restitution to their victim. Parents of both parties are always notified of this behaviour.

During 2012 the school receiving an excellent chaplaincy service from Chaplain Cobb. He was a valuable asset to the school providing students with assistance when required and adding further strand of care for students who required more individual support. Unfortunately, we are currently awaiting the appointment of a new chaplain.

Parent, student and staff satisfaction with the school

During 2012 overall parent satisfaction with the school was very high. This can be credited to the consistent effort of the school staff to communicate regularly with the parents about the child's growth (both academically and socially) at the school. Part of the parent opinion survey suggested that as a school we need to improve our online communication with parents. In response to this information, in 2013 we will introduce an online app that communicates directly with parents on a daily basis. We are hopeful that this new feature will assist the school community to become better informed.

Students' overall satisfaction rating for 2012 was also very high. A very pleasing message from the 2012 data is that students are beginning to realise that the school has continued to raise the expectations of the efforts that students commit to all aspects of school life. Over 98% of students surveyed responded that their teachers expected them to do their best.

Another pleasing result from 2012 staff satisfaction survey is that the staff morale has remained a very high result.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%

Our school at a glance

their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	96.6%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	93.1%
they can talk to their child's teachers about their concerns*	96.4%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	96.3%
student behaviour is well managed at this school*	96.6%
this school looks for ways to improve*	96.6%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.3%
they like being at their school*	91.7%
they feel safe at their school*	94.6%
their teachers motivate them to learn*	94.5%
their teachers expect them to do their best*	98.6%
their teachers provide them with useful feedback about their school work*	93.2%
teachers treat students fairly at their school*	93.2%
they can talk to their teachers about their concerns*	88.9%
their school takes students' opinions seriously*	87.7%
student behaviour is well managed at their school*	87.3%
their school looks for ways to improve*	97.2%
their school is well maintained*	92.9%
their school gives them opportunities to do interesting things*	95.8%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	93.1%
with the individual staff morale items	94.5%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Our school enjoys strong support from our parent body and local community. Our students are well supported through extensive volunteer contributions in all aspects of school programs and especially in the Literacy and Numeracy programs. It is a feature of the school that community events are held regularly and are valued through high attendance. These include (amongst other events: Welcome Back Dance, annual Walkathon and Cooking Competition and Volunteers' Thank you' Morning Tea, bi-annual school concert and bi-annual school Heritage Fair).

At all of our school events there are a number of community representatives who are regular participants. These include our Adopt-A-Cop and Adopt-A-Firey. As a school we offered a number of school events that involved various year levels. Events like our Christmas Carols evening, Multicultural day, Cooking Competition and School Concert are whole of school events. There were also events that were tailored to specific age groups. Events like; Under 8s Celebrations, Junior and Senior sports days.

Communication with parents and community are through the school website, fortnightly newsletters, the weekly assembly and twice yearly parent teacher interview, which complement the issuing of formal report cards for each student at the end of each semester. Annual events, such as Year Seven Graduation and the Awards Ceremony also provide opportunity for communication and celebration.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The installation of solar panel on our prep buildings has allowed our school to put some electrical energy back into the grid. We have also been running an awareness campaign with staff informing them of the real cost of electrical consumption with in our school, and encouraging staff to assist in energy saving measures.

Our school water consumption was lower in 2012 as a direct result of the extended wet season that occurred at the beginning of the school year. This meant that we did not have a need to use local water supplies to irrigate school ovals.

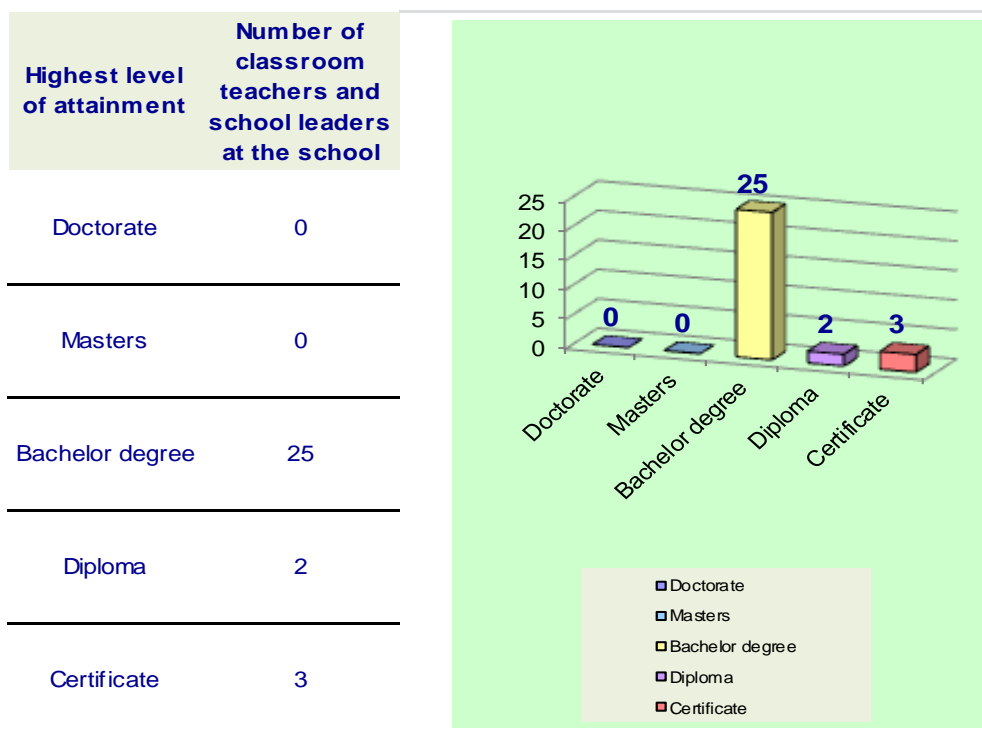
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	186,855	3,025
2010-2011	170,114	1,895
2011-2012	179,363	1,308

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	18	<5
Full-time equivalents	24.8	11.2	<5

Qualifications of all teachers:



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11682.

The major professional development initiatives are as follows:

- On going refinement of staff teaching skills centred on Reading Comprehension. This was based on the reading comprehension strategy called “Into the Book”.
- On going refinement of staff teaching skills centred on teaching of spelling Development. This was based on the spelling strategies program called “Words Their Way”.
- The development of staff skills in the use of the Explicit Instruction teaching strategies, in particular focusing on the “warm up” phase of explicit instruction lessons.
- Leadership – instructional leadership
- Collegial coaching was introduced during 2012 and teachers familiarised themselves with the process of working with teaching partners in a coaching capacity.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	96.6%	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.3% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

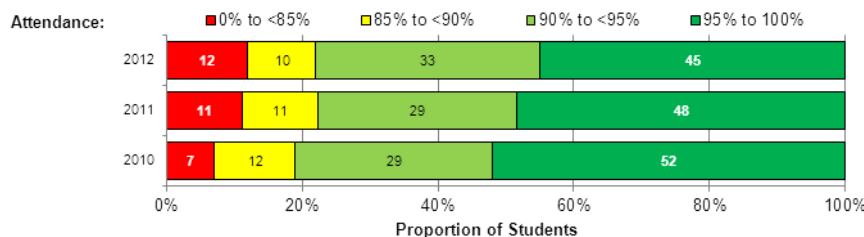
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	92%	95%	94%	93%	96%	95%					
2011	92%	94%	93%	92%	94%	93%	94%					
2012	93%	94%	92%	93%	93%	93%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Mackay North State School takes regular attendance at school as a serious matter. We understand there will be circumstances that will occur during the school year that will make attendance impossible. However, the expectation of the school is that all students should have maximum attendance at school in line with the compulsory education requirements of persons under the age of 16. In order to track student's attendance, class rolls are marked twice daily. In 2012, the school continued to use a system whereby the parents of students not present at morning roll marking will be contacted via SMS in order to ascertain their whereabouts and absence reason. This has seen a reduction in the unexplained attendance. We also maintained procedures around late attendance so that better data could be gathered to manage this situation. Teachers take special note of extended absences by students and ensure the office staff is made aware of this non-attendance. Once the office is notified of these absences, there are processes in place to contact parents directly to ascertain the reason behind the absences. If a student's absence level is unacceptable, all Education Queensland guidelines are followed. In 2013 we will be introducing an attendance manager to monitor 'students of interest' in order to improve their rate of attendance.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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

In 2012 Mackay North State School had an indigenous population of 15.4%. This population is spread across all year levels. Our indigenous students' attendance rate has been consistently improving for the past 4 years, in fact our indigenous attendance rate for 2012 was 91.5%.

In the NAPLAN assessment program the achievement average gap in some of the strands between indigenous and non-indigenous students has been closing over the last three years. However, in 2012 our results did not meet our school expectations.

During 2012 our school focus continued to be reading. In our years 5 and 7 classes we reduced the reading mean gap between Indigenous and Non-Indigenous students. This was very pleasing to see. In Year 3 the reading mean gap for the NAPLAN test program was 82 points between indigenous and non-indigenous students. This result from a whole of school point of view was unacceptable and intensive reading programs will be introduced in 2013 to ensure this gap is reduced.

For the past 3 years we have been focusing on increased attendance by indigenous students. This has been successful, with the attendance gap closing. We have also introduced engagement-focused

Performance of our students

programs for our upper school indigenous students (e.g. Whole of School Community Gardening Project). Anecdotally these seem to be assisting with indigenous student's engagement with school.

As a school we use our indigenous aides to liaise with indigenous families concerning attendance and progress. This process is well received by the community. In 2013 we will introduced a Homework Program for Indigenous students and their parents. This program will have the expectation that parents and their children attend the sessions in order improve parent engagement with the learning process. We envisage that these inclusive strategies will have a long-term effect of closing the gap between indigenous and non-indigenous students.