

Mackay North State School

Queensland State School Reporting

2015 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 2015 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.

School progress towards its goals in 2015

Over the course of 2015 our school goal was the improvement of all students' Reading Comprehension and Writing ability. This goal was progressed to a large extent through a rigorous and consistent teaching and learning approach to reading comprehension and writing. 100% of students either improved or maintained their reading comprehension and writing ability as per internal monitoring assessments. During the course of 2015 our school staff continued to build upon the successes of the previous year.

During 2015 we developed our school Writing program to help improve student's writing skills. Our Year 2 and 4 students undertook Mighty Minds writing tasks. We are looking forward to implementing this monitoring process across the school from Year 2 to 6 in 2016.

Community and Facilities

A highlight of 2015 was our Centenary celebrations. We marked our 100th year with a special parade on March 24th, followed by our Heritage Fair and Open Day on Saturday 6th June. These events were a great success and community feedback was very positive.

Future outlook

2016 will see continued focus on reading and writing, consolidating skills, strategies and practices. Consistent data collected through internal monitoring each term will be used to inform teaching and set individual student goals.

Our explicit improvement agenda for 2016 will target spelling and number. Key drivers for success will include:

- Strengthening the teaching and learning from Prep-6 by focussing on enhanced pedagogy, skills, knowledge and strategies in spelling and numeracy. Particular focus on the explicit teaching, consistency of practice, continued moderation of summative assessment and the sharing of best practice.
- Provision of Professional Development and intensive teaching focussed on key priorities and identified areas developed from data collection of students and staff and through the Pedagogical Framework using the Investing for Success funding.
- Strengthening leadership density across the teaching staff.

We will continue working with staff from other schools to strengthen relationships, participate in moderation of student work and share best practice. To further enhance and enrich the learning opportunities for the students who attend MNSS, we will continue to maintain and enhance our school/community engagement programs.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	385	195	190	67	90%
2014	390	197	193	73	92%
2015	380	195	185	86	90%

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 2015, 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:

The whole school is comprised of 50.7% male and 49.3% female students. 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. Our school has 28.7% of Aboriginal and Torres Strait Island students. We also have approximately 12% 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		
	2013	2014	2015
Prep – Year 3	23	22	20
Year 4 – Year 7 Primary	26	23	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	12	19	9
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

- All 8 KLAs (English, Mathematics, Science, History, Geography, The Arts, Health and Physical Education, Technology and Languages Other Than English-Japanese) are offered in Years 1 to 6 (LOTE yrs. 4 – 6 only). Our curriculum was informed by ACARA (Australian Curriculum Assessment & Reporting Authority) and a number of key Education Queensland policies and directives including: Curriculum into the Classroom (C2C) and QCAR Framework.
- Ready Set Go program – offered to “pre-prep” aged students to introduce children and parents to the requirements of PREP.
- LOTE – Japanese language is taught to all years 4 and 6 students.
- Special Education Unit – catering for students with Intellectually Impairments, Autism, Speech Language Impairment, Visual Impairments and other students identified as having specific needs.

- 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.
- Recorder Band – marches at Anzac Day Parade.
- 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.

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 most year levels.
- A whole school camping program.
- Each term the school offers extra-curricula activities linked to the curriculum and house spirit; events such as Interhouse Mathematics, Interhouse General Knowledge, Interhouse Spelling Bee, Interhouse Public Speaking and Lip Sync Competition.
- Students have all sporting opportunities available to them up to State Representation. We also offer a school Netball for students in Yrs 2, 3, 4 and 5.
- Each year our student council looks to participate in one major fundraising event that supports the wider community.
- Club Basketball and Hockey are available to students in after school programs.

How Information and Communication Technologies are used to improve 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 2015 all year levels accessed online and networked ICT software to enhance and engage their learning. These included programs like Reading Eggs. 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.

Social Climate

During 2015, 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 either remained steady or 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 2015, we continued 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 2016.

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 instructed in the use of the High 5 strategy as a good structure to use to take a stand against bullying. 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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	96%	96%
this is a good school (S2035)	96%	96%	96%
their child likes being at this school (S2001)	92%	98%	93%
their child feels safe at this school (S2002)	96%	98%	90%
their child's learning needs are being met at this school (S2003)	96%	96%	97%
their child is making good progress at this school (S2004)	96%	94%	97%
teachers at this school expect their child to do his or her best (S2005)	96%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	96%	97%
teachers at this school motivate their child to learn (S2007)	96%	96%	93%
teachers at this school treat students fairly (S2008)	96%	98%	93%
they can talk to their child's teachers about their concerns (S2009)	92%	96%	96%
this school works with them to support their child's learning (S2010)	96%	96%	96%
this school takes parents' opinions seriously (S2011)	96%	96%	97%
student behaviour is well managed at this school (S2012)	92%	96%	93%
this school looks for ways to improve (S2013)	96%	100%	96%
this school is well maintained (S2014)	96%	94%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	94%	97%
they like being at their school (S2036)	94%	93%	97%
they feel safe at their school (S2037)	93%	95%	90%
their teachers motivate them to learn (S2038)	94%	89%	98%
their teachers expect them to do their best (S2039)	96%	94%	97%
their teachers provide them with useful feedback about their school work (S2040)	93%	93%	92%
teachers treat students fairly at their school (S2041)	93%	90%	91%
they can talk to their teachers about their concerns (S2042)	90%	92%	88%
their school takes students' opinions seriously (S2043)	95%	90%	88%
student behaviour is well managed at their school (S2044)	89%	83%	86%
their school looks for ways to improve (S2045)	93%	93%	95%
their school is well maintained (S2046)	92%	91%	97%
their school gives them opportunities to do interesting things (S2047)	94%	93%	96%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	97%	97%	97%
they receive useful feedback about their work at their school (S2071)	100%	92%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	96%	90%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	97%
student behaviour is well managed at their school (S2074)	97%	100%	100%
staff are well supported at their school (S2075)	100%	100%	97%
their school takes staff opinions seriously (S2076)	100%	97%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	91%	89%	94%
their school gives them opportunities to do interesting things (S2079)	97%	100%	97%

'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

Our school enjoys 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, Twilight Concert, bi-annual Queensland Day Cooking Competition, school concert and school Fair).

At all of our school events there are a number of community representatives who are regular participants. These include our Adopt-A-Cop. As a school we offered a number of school events that involved various year levels. Events like our Christmas Carols evening, Queensland 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 and the swimming carnival.

Communication with parents and community is through the school website, Skoolbag app, school notice board, 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 Final year Graduation ceremony 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. Signage has been placed in all rooms to encourage fans, airconditioners and lights to be turned off when leaving the room. As a school community we are always investigating ways to manage our environmental impact.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	156,485	816

2013-2014	169,242	2,122
2014-2015	201,704	1,355

*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.

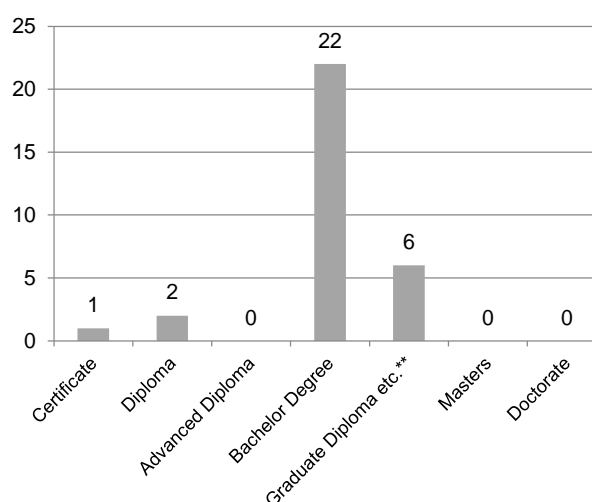
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	21	<5
Full-time equivalents	27	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.**	6
Masters	0
Doctorate	0
Total	31



*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 2015 were \$21 001.27.

The major professional development initiatives are as follows:

- Ongoing refinement of staff teaching skills centred on Reading Comprehension. This was based on the reading comprehension strategy called "Into the Book" as well as other reading comprehension strategies such as QAR, SCORE.
- Ongoing refinement of staff teaching skills centred on Explicit Instruction as the key pedagogical strategy facilitated by Pedagogy Coach.
- Extended instruction of key staff in the Explicit Instruction framework of high yield lessons
- Professional learning in understanding and utilising student data tracking software.
- Leadership – instructional leadership/Communities of Practice.
- Collegial coaching program where teachers observe and feedback to each other on teaching skills.
- Seven Steps in Writing PD for all staff.
- First Aid training for teacher aides.
- Sporty Schools PD.

- Interschool Professional Discussions/Moderation – once a term.
- Mentoring Beginning Teachers Training for key staff.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2015 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

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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The overall attendance rate for the students at this school (shown as a percentage). 92% 92% 94%

The attendance rate for Indigenous students at this school (shown as a percentage). 90% 90% 92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

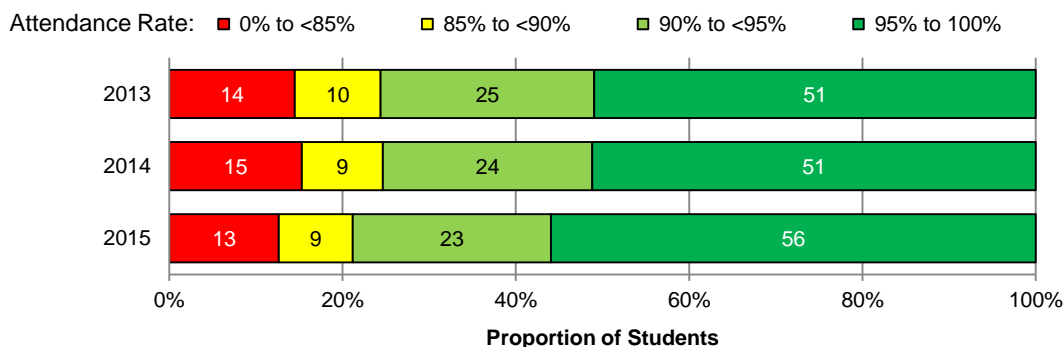
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	91%	92%	94%	93%	93%	94%	92%					
2014	93%	91%	91%	93%	93%	94%	91%	92%					
2015	92%	96%	93%	93%	95%	92%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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.

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 2015, the school introduced a system whereby the parents of students not present at morning roll marking were telephoned by our attendance officer in order to ascertain their whereabouts and absence reason. This has seen a reduction in the unexplained absences and increased 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 2015 we continued to celebrate class attendance awards each week and 100% attendance for each term and the full year were introduced to further encourage attendance. This has been very well received and will continue in 2016.

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

The image shows a search form titled "Find a school" on a blue background. It includes a text input field for "School name" with a red "GO" button to its right. Below this is a larger text input field for "Suburb, town or postcode". Underneath is the label "Sector:" followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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

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