

Mackay North State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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### School overview

It is 104 years since North Mackay was opened with enrolments of 68 students on 23 March 1915. The school experienced a period of growth as the North Mackay area grew and, as further schools opened, the population has moved away, leaving a smaller community. Currently the school caters for Prep to Year 6 as well as a Special Education Program and has had an enrolment of approximately 410 students for many years now.

Mackay North prides itself on the quality education that is offered through our strong academic focus. While we offer students a full range of learning experiences we don't deviate from the fact that our number one priority is student academic growth and improvement. All students are encouraged to do their very best in all academic pursuits. Teachers set high expectations for students and willingly assist them to meet these expectations. We have an extensive Literacy and Numeracy Program. Every student has access to computers. While we offer extensive support programs for students who need extra assistance with their learning, we also offer extension programs for students who excel in academic areas.

Our school offers a REM (reteach, maintain, extend) program for students in Years 1 to 6, with Literacy group rotations to cater for the learning needs of Prep students. This program allows all students to receive additional teaching and learning support at their personal learning level.

Students also have the opportunity to participate in academically challenging events like Opti-MINDS, School Spelling Bee, MacDonaldis Maths, school interhouse general knowledge and mathematics competitions.

Sport has always played a large part in Mackay North and we are represented each year by a large number of children in netball and basketball. Many of our students have gone on to regional, state and national competitions in a variety of sports.

A strong focus on music has produced one of the few primary school recorder marching bands in the district. We have a junior and senior choir. Both choirs are encouraged to participate each year in the local eisteddfod. The school focuses on performing arts and has a Drama group which performs in such events as Wakakirri. Our performance groups have amassed an extensive trophy collection that is on display in the school foyer.

Tradition in our school is evident by the naming of the school as a Rats of Tobruk School. Students are encouraged to participate with the community in the regular Rats of Tobruk Ceremonies and student leaders are expected to assist in conducting these ceremonies. Our school presents a Spirit of Rats of Tobruk award to a Year 6 student each year.

Our Responsible Behaviour Plan for Students echoes our school motto, 'Learning, Caring, Sharing', in that we expect students to be responsible for their actions and to accept consequences for mistakes. This is underpinned by our values of Tolerance, Harmony, Organisation, Respect, Honesty, Resilience, Trust and Caring. When this is in place, our students are able to display the Super Bee Behaviours – Be Responsible, Be Respectful, Be Safe and Best Effort. We have developed a community behaviour accord which outlines the shared responsibility we all have for student behaviour and it also outlines the student behaviours that will not be tolerated by our entire community. All of our behaviour management structures are designed to support our students in making the right choice about behaviour.

Mackay North State School prides itself on working closely with all of our students and their families in order to achieve the best academic outcome. We do this in a supportive, caring way ensuring that all students experience not only academic success, but also whole of person growth during their primary school years. Our vision is that *every child is motivated to learn and improve*. Mackay North State School - a great place to be!

## School progress towards its goals in 2018

- Over the course of 2018 our school goal continued to be the improvement of all students' sentence structure and punctuation in their writing and understanding and application of number. This goal was progressed to a large extent through a rigorous and consistent teaching and learning approach to writing and number.
- 100% of students either improved or maintained their writing ability as per internal monitoring assessments. Throughout the course of 2018 our school staff continued to build upon the successes of the previous year. Our 2018 NAPLAN results for writing were above the Nation in relative gain.
- During 2018 we used information from internal writing grabs each term to help improve student's writing skills. This data gave our staff a deep level of knowledge in identifying gaps in students writing skills. This allowed staff and students to identify student learning goals that would enable students to continue to learn and improve.
- Targeted daily number routines in all classrooms were expected during 2018, together with focused number lessons driven by termly pre-test data. This approach has shown improved understanding of number sense across the school as evidenced by post-test data. 2018 Numeracy NAPLAN results were above the Nation in relative gain. Staff have worked collaboratively in year level cohorts alongside our HOC to gain a deeper understanding of the Australian Curriculum, Mathematics, and develop a comprehensive school program, which aligns Australian Curriculum, achievement standards and assessment and reporting.

## Future outlook

The Explicit Improvement Agenda for 2019 for Mackay North State School has been identified as improving student learning outcomes in reading through developing and delivering a robust curriculum, engaging pedagogical practice and effective feedback culture. This will be measured through A-E improvements, particularly in English.

We intend to interrogate the Australian Curriculum to identify reading and literacy demands and utilise the Literacy Continuum to provide information around student learning and improvement. This information will be used to work with students to set individual reading goals.

We will continue to promote reading as not only essential for learning but also as fun. Each term we will involve every student in the school in a Reading for Fun afternoon where staff and external providers provide reading experiences. A Pyjama Night is also planned to encourage families to come to the library and share a love of reading.

Provision of intensive teaching focussed on the mechanics of reading – decoding and comprehension strategies – will be supported through weekly REM and whole class lessons. Students will be supported at their learning level through the employment of additional learning support staff to ensure every child is receiving support at their learning level each week to enable this learning to be transferred to all areas of learning within the classroom.

Particular focus on the explicit teaching, consistency of practice, continued moderation of formative and summative assessment and the sharing of best practice will strengthen the teaching and learning from Prep-6 by focussing on enhanced pedagogy, skills, knowledge and strategies in reading. Intentional collaboration for staff to engage together in year level cohorts and with our HOC will be planned and timetabled across the year.

Our school will engage with others in the area in a *Leading Reading Succeeding Community of Practice* to collectively build knowledge and share best practice around leadership in improving reading outcomes for all students. We will continue to strengthen staff leadership density across the teaching staff, through the expectation that staff take the lead in providing professional learning content in four focus areas. These areas are: curriculum, pedagogy, student engagement and staff welfare.

Transition processes and programs will also feature in 2019. We will continue to strengthen connection and engagement with our families and the community, being a part of the Early Years Network initiative and Mackay North State High School cluster group, thus establishing further leadership opportunities.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	395	423	419
Girls	205	224	212
Boys	190	199	207
Indigenous	85	82	79
Enrolment continuity (Feb. – Nov.)	90%	94%	93%

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

The whole school is comprised of 48% male and 55% 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 or to other areas of Mackay where they then enrolled at a nearby school. Our school has 15.7% Aboriginal and Torres Strait Island students and 0.6% students who identify as EAL/D, with 98.8% of our students born in Australia. National Consistency Collection of Data shows that 26.8% of our student population are listed as having a disability category of either cognitive (16%), physical (2.1%), sensory (0.5%) or social (8.3%). We also have approximately 8.8% of our students with a verified disability who are part of our Special Education Program. All of the Special Education students are part of mainstream classroom groups.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	22
Year 4 – Year 6	25	25	25
Year 7 – Year 10			
Year 11 – Year 12			

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

- At Mackay North State School, we have single, team teaching and multi-age classes. These are determined each year depending on enrolment numbers and staffing.
- Full-time teacher aides assist in our prep classrooms.
- Each sector of the school (Prep-Yr2, Yr3&4, Yr5&6) has a dedicated Learning Support teacher.
- All 8 Learning Areas (English, Mathematics, Science, HASS, The Arts, Health and Physical Education, Technology and Languages Other Than English-Japanese) are offered in Years Prep to 6 (LOTE yrs. 5 – 6 only). The Australian Curriculum and a number of key Education Queensland policies inform our curriculum.
- LOTE – Japanese language is taught to all years 5 and 6 students.
- Mackay North State School continues to develop opportunities for students to engage with and use Information and Communication Technologies as part of their learning. They have access to classroom computers, interactive screens, iPads, digital cameras, 30 computers in a dedicated computer lab, as well as computers in the Resource Centre.
- Extracurricular opportunities are offered in the areas of academic (eg. McDonalds Maths Competition, Readers Cup, ICAS Competitions, Inter-house Maths, General Knowledge and Spelling Competitions), sporting (eg. Cross country training, Netball Club, Gala Days, Interschool Sport-Touch/Softball) and cultural (eg. Wakakirri, Dram group, Eisteddfod, Choral Festival, MOB, Fanfare).
- We offer two distinct transition programs for students. We have a Ready Set Go program, which is offered to “pre-prep” aged children to introduce children and parents to the requirements of PREP. Transition to any of the local high schools for students with special needs occurs with relevant high schools. We also work with our cluster high school, Mackay North State High School, to offer transition experiences to all Year 6 students. All of these programs operate in second semester and offer students smooth transition to their new learning environments.
- Playgroup is offered weekly to the local community. This caters for children from birth to pre-prep.
- We have a well-established reputation for our inclusive education philosophy and practices. Our Special Education Program has dedicated staff who cater for students with Intellectually Impairments, Autism, Speech Language Impairment, Visual Impairments, Physical Impairments, Hearing Impairments and other students identified as having specific needs.
- The Instrumental music programs offer brass, woodwind and percussion and strings. Students participate in weekly tuition as well as concert band experiences.
- A junior and senior choir also rehearses and performs. We organise Instrumental and Choral Concerts to celebrate our students’ achievements and talents.
- Our school has a marching and standing Recorder Band, which participates in weekly performances and also school and community celebrations including the community Anzac Day Parade.
- Our school has a dedicated Netball club which encourages all students, both male and female, to participate.
- Sports trials and opportunities for higher representative honours at Southern Suburbs, Mackay and District, Capricornia Region and Queensland state level are provided.
- An extensive school camping program from Prep to Year 6 is well established and part of our school culture.
- Swimming lessons for all students from Prep to Year 6 are offered.
- A whole of school “What you want to be program” offers a distinctive approach to learning and behaviour. It is a school specific values program, which explicitly teaches strategies that are used for all students.

## Co-curricular activities

Extra-curricular and Co-curricular activities provide our students a wide variety of opportunities in the areas of sport, cultural and enrichment activities to enhance their learning experiences.

### Sport

- Sports trials and opportunities for higher representative honours at Southern Suburbs sub-district, Mackay district, Capricornia Regional and Queensland State level.
- Cross Country Training
- Mackay North Netball Club for students in Yrs 2, 3, 4, 5 and 6.
- Whole school swimming program
- Sports Gala Days
- Afterschool interschool sports

### Cultural

- Wakakirri
- Strings program and String Ensemble
- Brass/Woodwind program and Concert Band
- Recorder Marching Band
- Drumming Troupe
- Choirs – junior and senior
- Eisteddfod
- FANFARE
- Big Sing
- Choral Festival
- Bi-annual school concert
- Deadly Choices Program

### Enrichment

- Opti Minds
- McDonald's Maths
- Readers Cup
- Australian Schools Competitions (ICAS)
- A whole school camping program.
- Each term the school offers extra-curricular activities linked to the curriculum and house spirit; events such as Interhouse Mathematics, Interhouse General Knowledge, Interhouse Spelling Bee
- Student Council
- Year 4 Bike Education
- Year 3 Safety Circus
- Excursions to support classroom curriculum programs
- Year 5 Leadership Day
- Transition programs into Prep (Ready-Set-Go) and into High School
- Indigenous Homework Program

## How information and communication technologies are used to assist learning

Our vision is to achieve the best possible educational outcomes for every student at Mackay North State School by enabling improved learning through the integration of Information Communication Technologies (ICTs) into the curriculum across all year levels and by providing support structures to ensure that the equipment is well maintained and teachers are supported in using ICTs in classrooms.

Computers and other Information Communication Technologies are viewed as valuable tools that stimulate interest, engagement, enthusiasm and a willingness to explore new ways of learning as well as giving students valuable skills and knowledge necessary to be involved in our technologically connected world.

We have of a minimum of 3 PCs in every classroom, a mini lab of 5 PCs in the library and a computer lab of 30 machines. iPads are also available for classes to borrow from the library for group work. During 2018 all year levels accessed online and networked ICT software to enhance and engage their learning. These included programs like Reading Eggs. Specific year levels accessed more specialized software such as Moviemaker, Scratch and Audacity.

All teachers have a personal laptop that is used for curriculum development and communication. All teaching staff use these personal laptops daily in order to enhance classroom lessons, complete roll marking and maintain communication with colleagues. All classrooms have an Interactive panel for teaching. A weekly ICT interest group for staff has been operating throughout the year.

## Social climate

### Overview

At Mackay North, we pride ourselves on being an inclusive school. We take a 'whole Child' approach to support our students in all aspects of academic growth, wellbeing and overall improvement. Parents indicate their child's learning needs are being met at a high rate compared to those at other state schools.

During 2018, our school maintained its focus on high behaviour expectations of all members of the school community. This continued strong focus has meant the student behaviour has remained either steady 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 are the cornerstone of this success. Our approach to our school behaviour is branded as 'Super Bee' Behaviour. Students are explicitly taught and reminded of what these behaviours look like with explicit lessons, posters and whole school parade reminders. They are rewarded for good behaviour choices with 'Super Bee' awards and "Super Bee" student of the week certificates. During 2018, 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 2019.

Student ratings for feeling safe, being treated fairly and management of behaviour at this school are all above state and like school means. This was very rewarding for the staff. Parents continue to rate this a good school, with ratings remaining similar to those at state level.

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 number 1 on the list of behaviours our school will not accept. To assist students in the understanding of and building strategies against bullying, all students are instructed in the use of the High 5 strategy. This is the first step in taking a stand against bullying. Students who participate in bullying behaviours (directly or indirectly) have to make restitution to their victim.

## 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)	92%	98%	94%
• this is a good school (S2035)	100%	98%	92%
• their child likes being at this school* (S2001)	92%	100%	92%
• their child feels safe at this school* (S2002)	92%	98%	86%
• their child's learning needs are being met at this school* (S2003)	92%	96%	94%
• their child is making good progress at this school* (S2004)	96%	98%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	98%	92%
• teachers at this school treat students fairly* (S2008)	91%	98%	92%
• they can talk to their child's teachers about their concerns* (S2009)	92%	96%	89%
• this school works with them to support their child's learning* (S2010)	96%	96%	92%
• this school takes parents' opinions seriously* (S2011)	91%	98%	89%
• student behaviour is well managed at this school* (S2012)	87%	96%	83%
• this school looks for ways to improve* (S2013)	96%	98%	94%
• this school is well maintained* (S2014)	96%	89%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	99%	95%
• they like being at their school* (S2036)	95%	96%	94%
• they feel safe at their school* (S2037)	90%	98%	95%
• their teachers motivate them to learn* (S2038)	96%	98%	97%
• their teachers expect them to do their best* (S2039)	97%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	99%	95%
• teachers treat students fairly at their school* (S2041)	93%	94%	91%
• they can talk to their teachers about their concerns* (S2042)	89%	92%	87%
• their school takes students' opinions seriously* (S2043)	87%	93%	90%
• student behaviour is well managed at their school* (S2044)	85%	93%	89%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	93%	100%	97%
• their school is well maintained* (S2046)	87%	96%	94%
• their school gives them opportunities to do interesting things* (S2047)	90%	96%	95%

\* 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)	98%	95%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	97%
• they receive useful feedback about their work at their school (S2071)	97%	86%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	96%	79%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	97%	92%	91%
• student behaviour is well managed at their school (S2074)	100%	97%	78%
• staff are well supported at their school (S2075)	95%	92%	97%
• their school takes staff opinions seriously (S2076)	95%	97%	94%
• their school looks for ways to improve (S2077)	100%	94%	97%
• their school is well maintained (S2078)	93%	92%	91%
• their school gives them opportunities to do interesting things (S2079)	92%	94%	97%

\* 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

Our school enjoys support from our parent body and local community. Our students are well supported through volunteer contributions in all aspects of school 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, Grandparents Day and Pyjama Night.

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 are tailored to specific age groups. Events like; Under 8s Celebrations, Junior and Senior sports days and the swimming carnival.

The Mackay North Parents and Citizens Association is an active group of parents who meet monthly to participate in the management of the school. They operate our tuckshop 3 days a week and our uniform shop, which is open one morning and one afternoon during the week. Many activities are organised and offered to our students to promote community and raise funds for the school. These include Mother's Day and Father's Day stalls, the school fair, red days, raffles, discos and free dress days. Their contribution is highly valued.

Communication with parents and community is through our Communication Books, the school website, Skoolbag app, school notice board, fortnightly newsletters, the weekly assembly and twice yearly parent teacher interviews, 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.

Students with diverse needs are identified and supported through a range of programs and plans. These may include, ICPs, ISPs, behaviour support plans and differentiation within the classroom. These initiatives are provided by a variety of support personnel.

## Respectful relationships education programs

Respectful relationship across the school is one of the core values we work to instil in all students. This occurs in a number of ways. Firstly our school motto – Learning, Caring, Sharing are principles that are widely discussed and enacted by our students and staff. Students are encouraged to think of others who live in our community, through various fund raising ventures and donations to community groups each year.

Secondly our school has a whole school values program called “What you want to be”. This program identifies key personal characteristics/values our school believes builds responsible future citizens. Students participate in whole of school explanation and examples of these values as well as in class focus lessons conducted by classroom teachers.

Thirdly, our Responsible Behaviour Plan for Students is based upon the ABCs of Emotion, that to understand behaviour you need to understand the emotion behind the behaviour and then build a person’s character through acknowledging and “fixing” their mistakes.

Finally our school offers periodic whole information sessions conducted through HPE classes and weekly parades identifying relationship expectations and our personal responsibility to others through our relationships. These messages are also extended to the wider school community through our fortnightly newsletter and notice boards.

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

## 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	7	9	23
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	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 this school’s environmental footprint

We have run an awareness campaign with staff informing them of the real cost of electrical consumption within our school, and encouraged staff to assist in energy saving measures. Signage has been placed in all rooms to encourage fans, air-conditioners and lights to be turned off when leaving the room. As a school community we are always investigating ways to manage our environmental impact.

Water leaks are reported and attended to in a timely fashion. We have started installing mister sprays in gardens instead of sprinklers to reduce water usage. Timed taps are in all toilet washbasins.

Gardens are fitted with drip or spay lines to minimise water wastage. These are turned on in the mornings and afternoons.

We encourage recycling by providing recycling bins throughout the school. Food scraps are collected and used in worm farms throughout the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	187,792	174,648	182,179
Water (kL)	713	1,374	1,534

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.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three filter dropdown menus: "School sector", "School type", and "State". Above the search bar are two buttons: "Find a school" and "Search website".

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

A rectangular button with a red border and the text "View School Profile" in red.

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

The screenshot shows a horizontal navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a red background.

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	34	16	<5
Full-time equivalents	30	13	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*	6	
Bachelor degree	25	
Diploma	2	
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$15 687.

The major professional development initiatives are as follows:

- All staff – teachers and teacher aides have completed Code of Conduct, Student Protection, Internal Controls, Asbestos management, Curriculum Activity Risk Assessment and Workplace Health and Safety professional development.
- All teaching staff and some ancillary staff – Anaphylaxis (Epipen), Asthma, Epilepsy and Diabetes
- Specific teaching staff – Congenital adrenal hyperplasia (CAH)
- All teaching staff – work with year level cohort and HOC to continue to strengthen curriculum programs with alignment to Australian Curriculum
- Specific teaching staff – Improving Student Outcomes Using Moderation and Feedback
- Specific teaching staff – Active pedagogy
- All teaching staff – Interschool Professional Discussions afternoon, sharing of best practice.
- Specific teaching staff – The New Instrumental Music Curriculum and Implications for Moderation Professional
- All teaching staff – Practical Strategies for Educating Students with Autism
- All teaching staff – Understanding Poverty

- All teaching staff – MAPA (Management of Actual or Potential Aggression)All teaching staff – Curriculum: assessment and achievement standards
- Specific ancillary staff – cleaner training
- All teaching staff – curriculum, pedagogy, student engagement and staff wellbeing learning sessions
- Specific teaching staff – Midazolam training
- Specific teaching staff – Age Appropriate Pedagogies
- Specific staff – drumming workshops
- Specific teaching staff – Government
- Specific teaching staff – Trauma in the Classroom
- Specific teaching staff – High Performance Teams
- Specific teaching staff – Engaging Age Appropriate Maths P-2
- Specific teaching staff – Improving Reading and Writing in P-6
- All teaching staff – planning time with HOC
- Specific teaching staff – Student Protection Training for School Leaders
- Specific teaching staff – NCCD (National Consistent Collection of Data on School Students with Disability)
- Specific teaching staff – AEDC training

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.	96%	97%	96%

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

From the end of the previous school year, 100% 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 Primary schools was 92%.

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	94%	93%	93%
Attendance rate for Indigenous** students at this school	91%	91%	90%

\* 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	95%	94%	93%
Year 1	94%	92%	93%
Year 2	95%	93%	92%
Year 3	93%	95%	93%
Year 4	93%	93%	93%
Year 5	95%	91%	93%
Year 6	92%	94%	91%

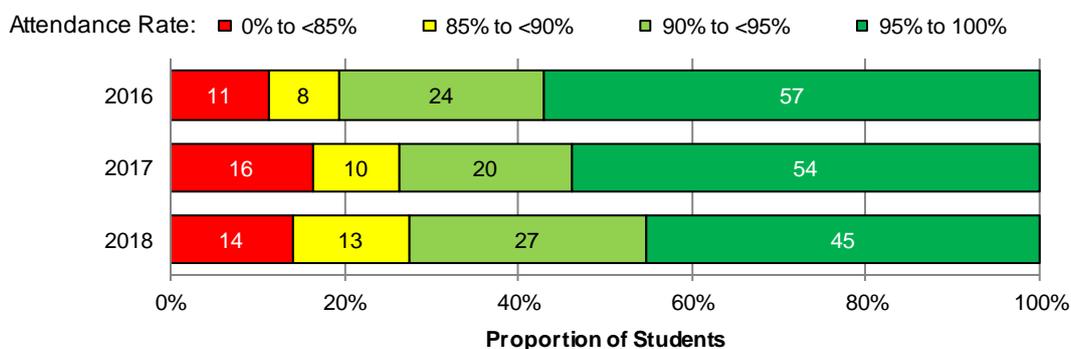
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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 the first three terms of 2018, the school maintained the system whereby the parents of students not present and unexplained at morning roll marking were telephoned by our attendance officer in order to ascertain their whereabouts and absence reason. In the last term of 2018, IDAttend was installed and used to monitor attendance. This system sends text messages to parents of unexplained students and allows parents to respond by text.

The school 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 administration staff is made aware of this non-attendance. Once the administration 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.

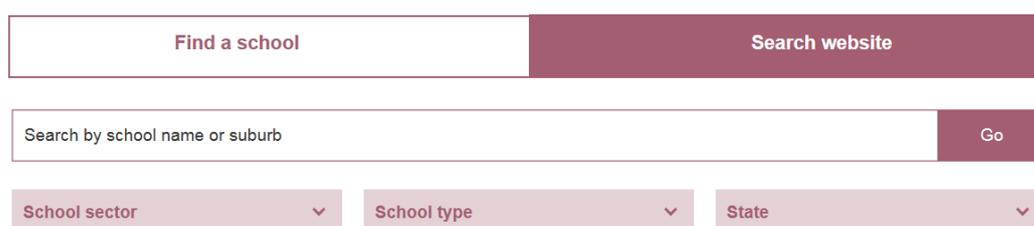
In 2018 we continued to celebrate class attendance awards each week and 100% attendance for each term and the full year were also recognised and celebrated to further encourage attendance. This has been very well received and will continue in 2019.

## 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

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 '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.