

Mackay Central State School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 5335 Mackay MC 4741
Phone	(07) 4969 3111
Fax	(07) 4957 8082
Email	the.principal@mackcentss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Len Fehlhaber - Principal

Principal's foreword

Introduction

Mackay Central State School is a co-educational with new facilities that meet the schools, school community and the wider community's changing needs. Mackay Central has a proud history of providing quality education to the children of Mackay for over 150 years. Mackay Central has an excellent team of dedicated, experienced and caring staff. All members of the school and school community value and celebrate the student body, their differences and their cultures.

Our aim is to provide all students with the opportunity to achieve their full potential within a caring and supportive learning environment and our staff at Central work closely together towards this goal. Our school aims to provide a high quality education that assists our students to love learning, develop judgement and a sense of responsibility, understand the past and prepare them to embrace the future.

We aim to provide equality of opportunity so that all children are able to participate in educational activities and experiences, gain skills and achieve fully and equally in the community.

We also aim to equip our students with the skill and knowledge they will need in the future to enable them to contribute to a socially, economically and culturally vibrant society.

This report details the growth, development and performance of Mackay Central State School in 2014. It provides parents and members of the school community with insights on our program development, teaching and learning, community partnerships and standards achieved by our students.

School progress towards its goals in 2014

AIP Priority	Completion Rate		
	Not started	Ongoing	Completed
Great Results Guarantee <ul style="list-style-type: none"> Ensure that all students in years 3, 5 & 7 meet National Minimum Standard (NMS) in Literacy and Numeracy or achieve goals of Individual Learning Guarantees (ILG) 			√
Teaching Practice <ul style="list-style-type: none"> Develop the mastery of Explicit Instruction as the cornerstone pedagogy in every classroom Teachers implementing the 19 support components as identified in 'Teaching CQR' Facilitate collegial coaching opportunities with Sarina SS Review & strengthen current school induction process 	√	√	√

Curriculum <ul style="list-style-type: none"> Implement Whole School Curriculum Plan Implement & supervise Whole School Pedagogical Framework 			 √ √
Leadership and School Capability <ul style="list-style-type: none"> Align School Plan, AIP and EIA with systemic documents QSR Semester 2 2014 Teaching & Learning and Behaviour Audit Semester 2 2014 			 √ √ √
School & Community Partnerships <ul style="list-style-type: none"> Parent information on Flying Start/Junior Secondary Semester 2 2014 Focus Schools Initiative for improving literacy and numeracy of indigenous students Implement marketing strategies to ensure enrolment stability in 2015 and beyond Introduce Pre-Prep program for community and prospective prep enrolments 			 √ √ √ √
School Focus <ul style="list-style-type: none"> Establish a culture of Respect & Learning Establish a School Well-being and Social Justice Committee 		√	√

Future outlook

2015 Strategy	Key Actions
Maintain focus on reading development from Prep-year 6	<ul style="list-style-type: none"> All staff to review and revisit whole school pedagogical framework and reading strategies Maintain and include Prep classes in current WAVE Reading
Develop a consistent pedagogical strategy and meta language for the teaching of phonics	<ul style="list-style-type: none"> All teaching staff trained in LEM Phonics process Use LEM Phonics process to develop a whole school process that sits within Whole School Pedagogical Framework
Monitor the level of academic challenge for students and reflect on how higher performing students are stretched in their learning (U2B)	Use GRG funding to fund Project 600 for 6 students identified through data monitoring process and one license for the delivery of Project 600 to remaining year 5 students
Monitor student achievement through use of 5 week data cycles and use of Greater Results Guarantee funding	Provide dedicated time for Support Teacher Literacy to assist teachers to regularly collect, collate and monitor PM and Informal Prose benchmarks
Monitor the level of academic challenge for students and reflect on how higher performing students are stretched in their learning (U2B)	<ul style="list-style-type: none"> Through use of GRG funding, invest in IMPACT Booster Project for identified year 4 students in term 3 & 4 with purchase of an extra position for all other year 4 students being facilitated by teacher Through use of GRG funding, invest in IMPACT Booster Project for identified year 5 students with purchase of an extra position for all other year 5 students being facilitated by class teacher
Continue to review the EIA and consider incorporating clearly articulated plans to develop a consistent approach to improve student attendance	Enhance and formalize current student attendance and monitoring processes

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	201	103	98	87%
2013	199	93	106	94%
2014	201	90	111	89%

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

Characteristics of the student body:

Mackay Central State School has a strong multi-cultural student body (64%). A large proportion of our students come from families that have migrated to Australia (41%). The school also has a significant number of Aboriginal and Torres Strait Islander students (23%). The most predominant culture within the school are our Filipino community however included in the multi-cultural feel are students from the South Sea community, Vietnam, Thailand, India, South Africa, South America, New Zealand and Pakistan to name a few. The school has over a dozen different cultures mixing in harmony and passing on snippets of their culture to each other. Through having the diversity of cultures, it provides the school with opportunities to celebrate the richness of cultures and acknowledge the multi-cultural makeup of Australia.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	17	18	22
Year 4 – Year 7 Primary	26	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	34	30	33
Long Suspensions - 6 to 20 days	9	6	2
Exclusions [#]	1	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Students at the school are offered a variety of academic, cultural, sporting, musical, life and social skills at Mackay Central State School. Students are encouraged to participate in these activities to develop and enhance their confidence, build resilience and improve and extend their knowledge and skills. Many of the activities help to develop their tolerance of other peoples' beliefs and practices. They also help students to build teamwork and recognise the importance of teamwork in set tasks.

Activities include:

- * Project 600, Boost Numeracy and IMPACT Writing programs
- * National and Local academic competitions- English, Maths, Science.
- * Literacy- Reading Eggs
- * Numeracy - Mathletics
- * Whitsunday Voices
- * Music- Instrumental, choir, Visiting Orchestral and Band performances.
- * Local theatre performances and QLD Arts Council performances.
- * Cultural activities- NAIDOC Week activities, FOG activity, specific cultural activity.
- * The school has a mix of inter house activities that provide the students with the opportunities to participate in team and individual sports. i.e. basketball, Athletics, Swimming, Rugby League, Touch Football and Soccer to name a few.
- * Life Education Activities
- * Student Council
- * Senior Citizens community volunteer program

Extra curricula activities

- Students are able to access Song Room to participate in specific lunchtime activities
- During set lunchtimes, students can utilise the Technology Laboratory to participate in Mathletics, Class programed activities or for pleasure.

How Information and Communication Technologies are used to assist learning

- * Individual and group staff meetings are held with the Head of Curriculum to plan curriculum development and implementation, specific teaching activities and assessment tasks. Through this process, it ensures that full integration of ICT's.
- * Students use digital folios to display their work to the school, parents and the wider community.
- * Students graduating are presented with a copy of their folios.
- * Up-to-date hardware and software are used throughout the multimedia room and individual classrooms
- * Students use ICTs to access specific curriculum activities including Mathletics and Reading Eggs

Social Climate

At Central State School we cater for over a dozen different cultures. This embraces and celebrates the diversity of cultures and due to this diversity. Students consistently display tolerance and acceptance of all differences and new students are quickly welcomed into the school.

Mackay Central has a chaplain who successfully assists children to adjust and feel welcomed into the school. Students that display good behaviour during the Term enjoy the "Incentive Day" activities. These activities are offered as a reward for those students that display good behaviours and follow

the school's Code of Conduct.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	96%	100%
this is a good school (S2035)	96%	92%	100%
their child likes being at this school* (S2001)	96%	100%	100%
their child feels safe at this school* (S2002)	92%	88%	100%
their child's learning needs are being met at this school* (S2003)	96%	92%	100%
their child is making good progress at this school* (S2004)	96%	92%	89%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	96%	100%
teachers at this school motivate their child to learn* (S2007)	96%	96%	100%
teachers at this school treat students fairly* (S2008)	100%	96%	89%
they can talk to their child's teachers about their concerns* (S2009)	96%	92%	100%
this school works with them to support their child's learning* (S2010)	96%	92%	89%
this school takes parents' opinions seriously* (S2011)	92%	92%	78%
student behaviour is well managed at this school* (S2012)	80%	96%	100%
this school looks for ways to improve* (S2013)	96%	100%	100%
this school is well maintained* (S2014)	88%	88%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	91%	98%
they like being at their school* (S2036)	96%	94%	98%
they feel safe at their school* (S2037)	100%	96%	96%
their teachers motivate them to learn* (S2038)	98%	100%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	96%
teachers treat students fairly at their school* (S2041)	98%	96%	96%
they can talk to their teachers about their concerns* (S2042)	94%	96%	96%
their school takes students' opinions seriously* (S2043)	98%	94%	98%
student behaviour is well managed at their school* (S2044)	82%	96%	100%
their school looks for ways to improve* (S2045)	96%	100%	100%
their school is well maintained* (S2046)	98%	96%	98%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	96%	98%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	92%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		94%	100%
their school gives them opportunities to do interesting things (S2079)		94%	100%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Mackay Central, we actively encourage the involvement of all parents and carers in all aspects of the education of their children. We provide parent participation through:

- * attending whole school planning meetings at the end of each year.
- * attending class parent / teacher interview
- * attending class meetings held by the teacher to discuss school and departmental initiatives
- * special parent meetings to gather ideas and support for their students' social, educational and cultural development
- * playing an important part of our weekly parades and all sporting events
- * volunteering in the school as parent readers, breakfast club helpers and arts and craft tutors etc.

The introduction of Pre-Prep programs has also encouraged parents to use the school for their children of an early age and take an active part in their early learning.

Reducing the school's environmental footprint

As part of the school's effort to reduce the school's environmental footprint, the school had solar panels installed to assist with reducing increasing power usage. As part of class health programs, students were encouraged to ensure that all taps are turned off. As part of the cleaner school policy,

students are encouraged to dispose of all rubbish correctly and use the appropriate bins. Students also manage the school recycling processes and use organic food waste to create mulch.

Students and staff are encouraged to be efficient in their use of air conditioners.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	136,780	1,922
2012-2013	108,242	600
2013-2014	116,815	623

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.

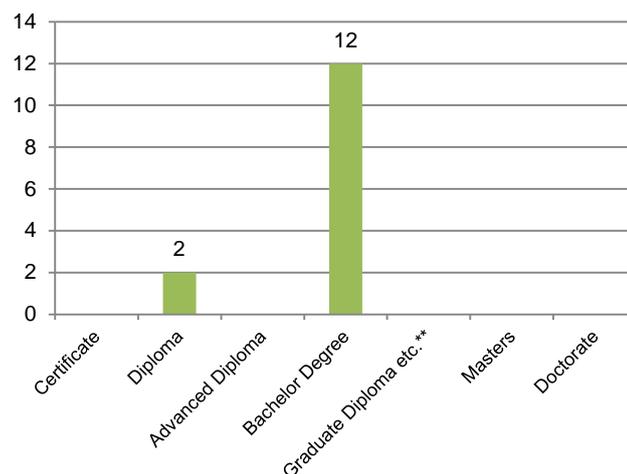
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	7	<5
Full-time equivalents	12	4	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	2
Advanced Diploma	
Bachelor Degree	12
Graduate Diploma etc.**	
Masters	
Doctorate	
Total	14



*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 2014 were \$10 800.

The major professional development initiatives are as follows:

- Professional conferences
- Literacy training

- First Aid training for whole staff
- NAPLAN Training for key staff
- Executive Leadership course for Principal

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

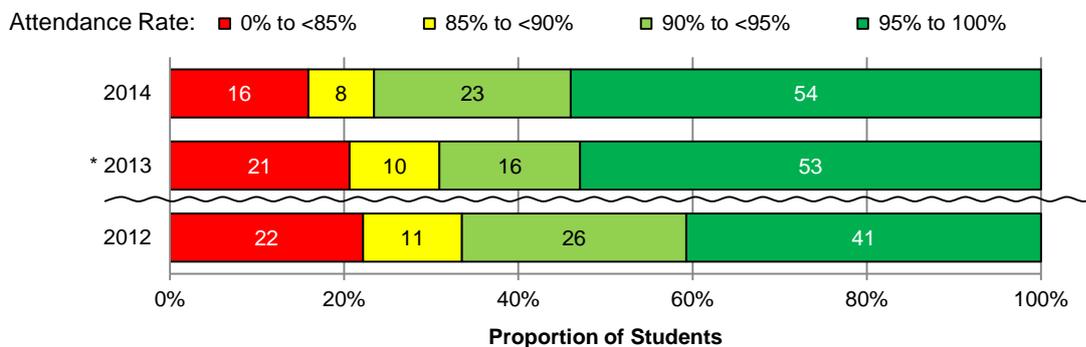
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	87%	90%	92%	89%	87%	92%	92%
2013	93%	92%	93%	90%	89%	86%	93%
2014	91%	94%	94%	95%	89%	88%	91%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 Central State School is a firm believer in the 'EVERY DAY COUNTS' mantra. Regular reminders to parents and students about the importance of being 'at school every day' are an important feature of our newsletters, school notice boards and assembly messages.

Timely contact is made with parents of students with irregular attendance with letters and phone calls home if unexplained absences go beyond 3 days or overall absences reach an unacceptable level

Our school prides itself on its proactive attendance programs. Every week our school celebrates the class with the best attendance with the use of our 'attendance mascot' Ernie the Emu. The class with best attendance data at the end of a month receives a sausage sizzle lunch.

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.

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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

Our school has a proud history of inclusive education in a high multi-cultural and indigenous education setting.

We are very pleased that in 2014 we closed the gap between indigenous and non-indigenous attendance at school from 6% (85%) in 2013 to 1% (91%) in 2014.

2014 also saw indigenous students at MCSS significantly outperform the state in reading and writing in both year 3 & 5.

Year Level	Reading		Writing	
	State Gap (%)	MCSS Gap (%)	State Gap (%)	MCSS Gap (%)
3	68	18	67	41
5	52	18	56	19