



Mackay Central State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Mackay Central State School is a unique heritage listed multi-cultural school located in the centre of Mackay. It was first opened in 1871 as the State School, Mackay. The school has a significant proportion of English as an Additional Language or Dialect (EAL/D) students from a range of different countries. The school provides cooperative learning experiences that incorporate tolerance of other cultures and rejoices in diversity. Mackay Central also boasts a significant Indigenous population and our mix of harmony and cultural days are true celebrations. Mackay Central State School implements the Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences, The Arts, Languages. Health and Physical Education and Technologies.

Boasting a 'State of the Art' Multimedia Centre, with a dedicated technology teacher, our students learn a wide variety of skills and strategies that will prepare them for life in the future. Keyboarding, development of spreadsheets, creation of PowerPoints, video editing and internet research are integrated into the delivery of curriculum across all subjects and expanded upon in Digital Technologies to include development of algorithms, coding and use of a wide range of hardware and software. Additionally, our students have access to our STEAM room to promote learning in the areas of Science, Technologies, the Arts, Engineering and Mathematics.

Mackay Central State School has an excellent team of dedicated, experienced and caring staff. As a school we are extremely proud of the wide range of cultural backgrounds represented by the students in our school and promote our cultural diversity at every opportunity. We endorse an inclusive approach to education and embrace opportunities to foster understanding and acceptance for cultural differences.

Though we are only a small school, with a current enrolment of under 180 students, thanks to our wonderful staff we are able to offer a wide range of extra-curricular activities including a full sports program, Gala Sports excursions with schools across the region, instrumental music, gardening club and Reef Guardian leadership opportunities, school bands and participation in community events such as the Mackay Eisteddfod.

We maintain strong working partnerships with our school community and nurture the link between community, home and school. Our parents, carers and volunteers are our very valued partners in the education of our students and as well as volunteering their time to help out in our classrooms they organise a wide range of activities including our breakfast club and a community playgroup which operates from our Activity Hall. Both our Activity and state of the art Multi-purpose halls are well utilised by the community.

Principal's Foreword

Introduction

This report details the growth, development and performance of Mackay Central State School in 2017. 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 2017

AIP Priority	Completion Rate		
	Not started	Ongoing	Completed
<ul style="list-style-type: none"> Embedding a greater focus on numeracy development from Prep – Year 6 Developing a consistent pedagogical strategy and metalanguage for the teaching of numeracy and problem solving Monitoring the level of academic challenge for students to ensure that all students are stretched in their learning Providing all staff with the skills, competencies, training and continuing support to continue to deliver quality outcomes for all students 		<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	
<ul style="list-style-type: none"> Ensuring teacher knowledge of the Australian Curriculum and its alignment with C2C units and Guides to Making Judgments Providing opportunities to collaboratively plan and backward map C2C units to the Australian Curriculum 			<ul style="list-style-type: none"> ✓ ✓
<ul style="list-style-type: none"> Tracking attendance levels and patterns Review and refine Attendance Policy and Action flowchart 			<ul style="list-style-type: none"> ✓ ✓

Future Outlook

2018 Strategies	Key Actions
Embedding a greater focus on numeracy development from Prep-Year 6 (balancing deep, surface and transfer of learning)	<ul style="list-style-type: none"> Develop whole school expectations for the teaching of mathematics / numeracy at Mackay Central State School Develop staff understanding of the difference between Mathematics and Numeracy Refine the MCSS internal monitoring schedule to include routine collection and thorough analysis of Early Start data Utilise internal monitoring data to inform targeted teaching in numeracy (individual, small group and whole class)
Developing a consistent pedagogical strategy and metalanguage for the teaching of numeracy and problem solving (balancing deep, surface and transfer of learning)	<ul style="list-style-type: none"> Revise staff understanding of pedagogical approaches to the teaching of mathematics Implement a systematic, differentiated model for providing coaching and feedback to teachers Provide targeted professional development to deepen teachers' understandings of the Australian Curriculum: mathematics learning area and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom
Monitoring the level of academic challenge for students to ensure that all students are stretched in their learning (with a focus on Indigenous students and achievement in the U2B) via learning goals and targets	<ul style="list-style-type: none"> Identify potential U2B students for small group extension sessions with the online IMPACT process Extend the IMPACT online learning project to include groups in years 2 and 3 as well as years 4 and 5 Refine school-wide approach to case management in the refinement of the Social Justice PLC
Providing all staff with the skills, competencies, training and continuing support to <u>continue to deliver</u> quality outcomes for all students	<ul style="list-style-type: none"> Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards for mathematics

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	166	86	80	45	87%
2016	177	89	88	47	87%
2017	172	86	86	39	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Mackay Central State School has a strong multicultural student body. A large proportion of our students are a part of families who have migrated to Australia and 38% of students speak English as an additional language or dialect. The school has a significant number of Aboriginal and Torres Strait Islander students (22%). The most predominant culture within the school are our Filipino community however including in the 12 nationalities represented are students from the South Sea community, Vietnam, Thailand, India, South Africa, New Zealand and China to name a few/ Through the diverse nature of our school community, students are provided with opportunities to celebrate the richness of their cultures and acknowledge the multicultural nature of Australian society.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	23	22
Year 4 – Year 6	26	27	28

Curriculum Delivery

Our Approach to Curriculum Delivery

Students at the school are taught a variety of academic, cultural, sporting, musical, life and social skills at Mackay Central State School. Students are encouraged to participate in 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.

Co-curricular Activities

Activities include:

- Boost Numeracy and IMPACT writing programs
- National and Local academic competitions – English, Maths, Science
- Literacy – Reading Eggs

- Numeracy – Mathletics
- Whitsunday Voices Literacy Festival
- Music – Instrumental, choir, visiting orchestral and band performances
- Local theatre performances and QLD Arts Council performances

The school has a mix of interhouse activities that provide students with the opportunity to participate in team and individual sports such as basketball, Athletics, swimming, Rugby League and soccer to name a few. Additional opportunities include;

- Life Education Activities
- Student Council
- Senior Citizens Community Volunteer Program

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 is prioritised. Students use digital folios to display their work to the school, parents and the wider community. Up-to-date hardware and software are used throughout the multimedia room and individual classrooms.

Social Climate

Overview

At Mackay Central State School we cater for over a dozen different cultures. This embraces and celebrates the diversity of cultures. 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 who display good behaviour during the Term enjoy "Incentive Day" activities. These activities are offered as a reward for those students that display good behaviours and follow the school's Responsible Behaviour Plan.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	94%	100%
this is a good school (S2035)	100%	94%	100%
their child likes being at this school* (S2001)	100%	88%	100%
their child feels safe at this school* (S2002)	100%	94%	93%
their child's learning needs are being met at this school* (S2003)	100%	94%	100%
their child is making good progress at this school* (S2004)	100%	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	88%	100%
teachers at this school motivate their child to learn* (S2007)	100%	88%	100%
teachers at this school treat students fairly* (S2008)	83%	82%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	88%	100%
this school works with them to support their child's learning* (S2010)	83%	82%	100%
this school takes parents' opinions seriously* (S2011)	83%	80%	100%
student behaviour is well managed at this school* (S2012)	83%	82%	100%
this school looks for ways to improve* (S2013)	100%	88%	100%
this school is well maintained* (S2014)	100%	81%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	99%	95%
they like being at their school* (S2036)	97%	96%	94%
they feel safe at their school* (S2037)	99%	95%	94%
their teachers motivate them to learn* (S2038)	100%	99%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	98%
teachers treat students fairly at their school* (S2041)	99%	95%	95%
they can talk to their teachers about their concerns* (S2042)	97%	97%	92%
their school takes students' opinions seriously* (S2043)	97%	93%	95%
student behaviour is well managed at their school* (S2044)	97%	88%	88%
their school looks for ways to improve* (S2045)	99%	100%	100%
their school is well maintained* (S2046)	99%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	99%	97%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	89%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	94%
their school gives them opportunities to do interesting things (S2079)	100%	100%	93%

* 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

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 parents readings, breakfast club helpers and arts and craft tutors etc.

- Facilitating consultation processes regarding adjustments made to support the needs of students with diverse learning needs, enabling full participation at school

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Students prioritise a school-wide proactive problem solving process when interacting with their peers and in engage in learning about inclusivity, conflict resolution and the recognise, react and report process that can be used in situations where students feel unsafe.

Through curriculum implementation, pastoral care initiatives and engagement with the school community, the school aims to build a culture that seeks to prevent exclusive or violent behaviours through the building of respectful relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	15	15	7
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

As part of the school's effort to reduce the school's environmental footprint, the school has 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	108,484	219
2015-2016	34,694	
2016-2017	106,400	927

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	10	9	<5
Full-time Equivalents	10	5	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	10
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$25, 322.61

The major professional development initiatives are as follows:

- Staff Coaching
- Leadership development
- Initiating Professional Learning Communities across schools
- Literacy / writing development
- Capability development of the teaching of the Digital Technologies curriculum
- Teacher mentoring

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	97%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

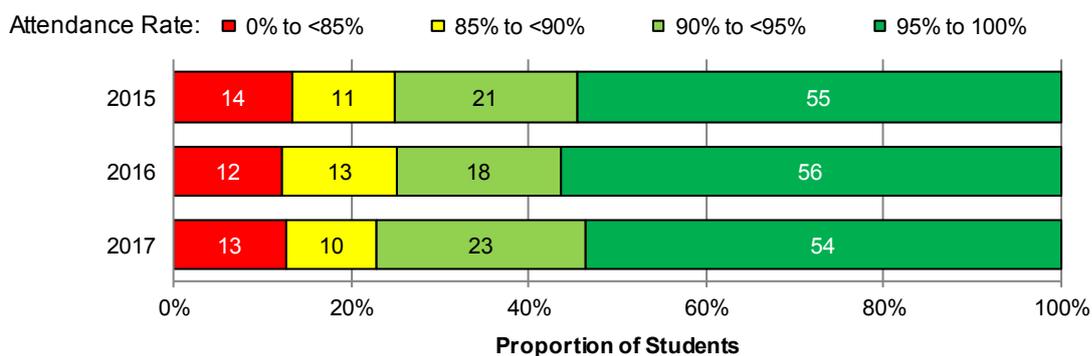
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	94%	94%	96%	95%	92%	94%						
2016	95%	92%	93%	91%	96%	95%	88%						
2017	93%	92%	93%	93%	92%	95%	94%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 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.

NAPLAN

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

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

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

Conclusion