



Mackay Central State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 celebrates 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. These are 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. This includes 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 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.

The school motto is 'Striving to Excel' and in striving to excel we aim to encourage all to attain their full potential, promoting at the same time a respect for themselves, for others, and the environment. We value: the individual needs of the child; a respect for one's self; a respect for, and cooperation with, others in the school and in the community; a respect for our wonderful school environment. Mackay Central students are offered a rich variety of academic, cultural, sporting, life and social skills, enabling them to develop the vital qualities needed to maximise life's opportunities.

School progress towards its goals in 2018

AIP Priority	Completion Rate		
	Not started	Ongoing	Completed
<ul style="list-style-type: none">Embedding a greater focus on numeracy development from Prep – Year 6Developing a consistent pedagogical strategy and metalanguage for the teaching of numeracy and problem solvingMonitoring the level of academic challenge for students to ensure that all students are stretched in their learning		✓ ✓ ✓	✓

<ul style="list-style-type: none"> 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"> Ensuring teacher knowledge of the Australian Curriculum and its alignment with C2C units and Guides to Making Judgments 			✓
<ul style="list-style-type: none"> Providing opportunities to collaboratively plan and backward map C2C units to the Australian Curriculum 			✓
<ul style="list-style-type: none"> Tracking attendance levels and patterns 			✓
<ul style="list-style-type: none"> Review and refine Attendance Policy and Action flowchart 			✓

Future outlook

2019 Strategies	Key Actions
Ensuring the enactment of all Australian Curriculum Key Learning Areas in all classrooms	<ul style="list-style-type: none"> Develop staff understanding of The Arts curriculum Trial implementation of The Arts curriculum using innovative approaches that promote a locally relevant curriculum Embed the Technologies Curriculum, utilising a Gradual Release model to support all teachers to implement effectively in their classrooms
Enabling student understanding of the curriculum intent, next steps for learning and learning progression for all students.	<ul style="list-style-type: none"> Embed curriculum planning processes and extend to introduce frequent communication processes with parents around curriculum implementation Embed the use of Learning Walls in all classrooms for English, Mathematics and Science
Embedding the Personal and Social capability across all Learning Areas	<ul style="list-style-type: none"> Collaboratively review and revise Mackay Central State School's Responsible Behaviour Plan for Students
Identifying and embedding signature pedagogies	<ul style="list-style-type: none"> Collaboratively explore different pedagogical approaches and evaluate impact vs contextual application at Mackay Central State School
Implementing a whole school, evidence based approach to observation, coaching and feedback	<ul style="list-style-type: none"> Embed a systematic, PLT approach to learning walks for the purpose of whole-school professional learning and development Embed a formal model for instructional coaching based on the New Brunswick Instructional Coaching model
Meeting the needs of learners through targeted Response to Intervention	<ul style="list-style-type: none"> Implement targeted Tier 2 literacy intervention including data tracking processes Develop teacher knowledge and capability in the utilisation of effective Tier 1 intervention strategies across MCSS diverse learning categories Engage with regional 999 PLC to refine processes for Tier 1 and 2 intervention for students learning English as an Additional Language or Dialect (including home languages for Indigenous students) (iEAL/D)

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	177	172	177
Girls	89	86	87
Boys	88	86	90
Indigenous	47	39	47
Enrolment continuity (Feb. – Nov.)	87%	91%	88%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	25
Year 4 – Year 6	27	28	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

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
- Reef Guardian School

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

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

* 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)	99%	95%	97%
• they like being at their school* (S2036)	96%	94%	100%
• they feel safe at their school* (S2037)	95%	94%	100%
• their teachers motivate them to learn* (S2038)	99%	98%	99%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	99%
• teachers treat students fairly at their school* (S2041)	95%	95%	97%
• they can talk to their teachers about their concerns* (S2042)	97%	92%	97%
• their school takes students' opinions seriously* (S2043)	93%	95%	92%
• student behaviour is well managed at their school* (S2044)	88%	88%	88%
• their school looks for ways to improve* (S2045)	100%	100%	99%
• their school is well maintained* (S2046)	99%	97%	96%
• their school gives them opportunities to do interesting things* (S2047)	97%	97%	94%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	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%	94%	100%
• 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%	94%	92%
• student behaviour is well managed at their school (S2074)	100%	100%	92%
• staff are well supported at their school (S2075)	89%	100%	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%	94%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	93%	100%

* 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 education 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

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	15	7	19
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	34,694	106,400	123,185
Water (kL)		927	1,739

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.

Find a school
Search website

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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	11	9	<5
Full-time equivalents	11	5	<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
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	11
Diploma	2
Certificate	0

*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 2018 were \$30,315.72.

The major professional development initiatives are as follows:

- Pedagogical Coach appointed to the school on a regular occasion
- Sue Larkey Professional Development
- Mini and Multi Lit Professional Development
- Mandatory Training
- Classroom Profiling training
- Literacy Heaven Professional Development
- Principal Conference – Longreach
- Positive School Professional Development
- Teacher Aide Professional Development
- Headspace 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.	95%	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	93%	93%	91%
Attendance rate for Indigenous** students at this school	89%	91%	84%

* 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%	93%	89%
Year 1	92%	92%	93%
Year 2	93%	93%	89%
Year 3	91%	93%	91%
Year 4	96%	92%	93%
Year 5	95%	95%	90%
Year 6	88%	94%	92%

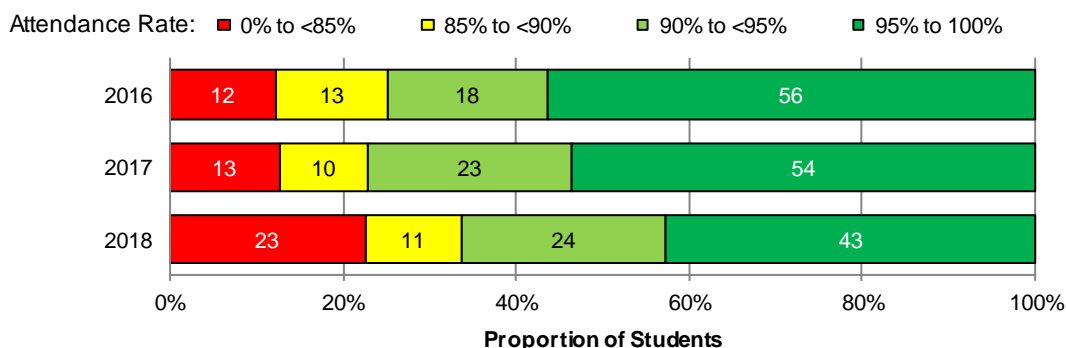
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

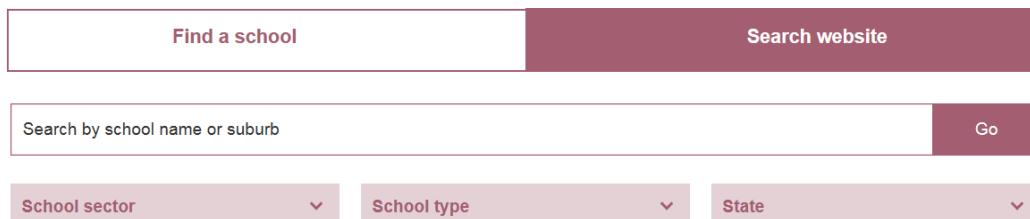
Mackay Central State School is a firm believer in the 'EVERY DAY COUNTS' mantra. Regular reminders to parents and students about the importance of being 'at school every day' are an important feature of our newsletters, school notice boards and assembly messages. Timely contact is made with parents of 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 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.



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



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.